

**IMPROVING STUDENTS' WRITING ABILITY BY USING
THE DICTOGLOSS TECHNIQUE AT CLASS VIII D OF
SMP NEGERI 3 NGAGLIK IN THE ACADEMIC
YEAR OF 2011/2012**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



By

Ogie Yudha Herlangga

07202244043

ENGLISH EDUCATION DEPARTMENT

LANGUAGE AND ART FACULTY

YOGYAKARTA STATE UNIVERSITY

2012

**IMPROVING STUDENTS' WRITING ABILITY BY USING
DICTOGLOSS TECHNIQUE AT CLASS VIII D OF
SMP NEGERI 3 NGAGLIK IN THE ACADEMIC
YEAR OF 2011/2012**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree of
Sarjana Pendidikan in English Language Education



First Consultant,

Jamilah, M.Pd.

NIP. 19630103 198803 2 002

Second Consultant,

Sudiyono, M.A.

NIP. 19720220 200501 2 001

RATIFICATION SHEET

**IMPROVING STUDENTS' WRITING ABILITY BY USING
THE DICTOGLOSS TECHNIQUE AT CLASS VIII D OF
SMP NEGERI 3 NGAGLIK IN THE ACADEMIC
YEAR OF 2011/2012**

A Thesis

By

Ogie Yudha Herlangga

07202244043

Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on December 4th, 2012 and Declared to Have
Fulfilled the Requirements for the Attainment of the Degree of *Sarjana*

Pendidikan in English Language Education

Board of Examiners

Chairperson : RA. Rahmi. D. Andayani, M.Pd.

Secretary : Sudiyono, M.A.

Examiner 1 : Dr. Agus Widyantoro, M.Pd.

Examiner 2 : Jamilah, M.Pd.

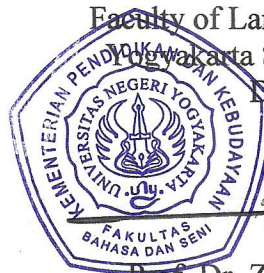
1.....
2.....
3.....
4.....

Yogyakarta, December 4th, 2012

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzari, M.Pd

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Ogie Yudha Herlangga
NIM : 07202244043
Jurusan : Pendidikan Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Improving Students' Writing Ability by Using Dictogloss
Technique at Class VIII D of SMP Negeri 3 Ngaglik in the
Academic Year Of 2011/2012

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 27 November 2012

Penulis



Ogie Yudha Herlangga

07202244043

DEDICATION

I lovingly dedicate this thesis to my mother and my father.

MOTTOS

"Life was like a box of chocolates,
You never know what you're gonna get"
(Forrest Gums 1994)

"All we need is just a little patience"
(Guns 'n Roses 1988)

Neng Klaten golek bulus
Entuk bulus werno ijo,
Yen Tlaten Mesti lulus
Yen wis lulus golek BOJO
(Ogie Yudha H. 2007)

**"Lulus tidak harus tepat waktu. . . ,
Tapi, Luluslah Pada waktu yang tepat"**
(@DeritaMahasiswa)

ACKNOWLEDGMENTS

Alhamdulillah, praise be to Allah SWT, the Almighty, for the mercy and strength so that the writer can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

The writer would like to express his gratitude and appreciation to both Jamilah, M.Pd., his first consultant and Sudiyono, M.A., his second consultant, who have patiently guided the writer in doing the research and writing the thesis. The writer would also thank to Sukarno S.Pd., his academic consultant who has patiently guided the writer in studying at English Department of Yogyakarta State University. The writer would also thank the big family of SMP N 3 Ngaglik, who have permitted the writer as the researcher to carry out the research and who has worked collaboratively in doing the research. Many thanks go to the students of Class VIII D for their cooperation and collaboration, Hadi Suparmo, M.Pd., the English teacher who had been the collaborator of the researcher during the research, Dra. Margini, M.Pd., the headmaster, and all teachers in SMPN 3 Ngaglik for their kindness.

Special thanks go to the writer's beloved and wonderful parents and his family (Bapak, Ibuk, Riffi, and Satria). The writer would like to say, "Thanks for all the prayers and support you give."

Last but not least, the writer is grateful to Kurt Cobain, K.H Mustafa Bisri, and Iwan Fals (thanks for being my inspiration), the big family of I and J class (Damar, Oki, Yosep, Astra, Hengki, Nindita, Dini, O'ong, Lia Elyani, Dewi, Ambar, Erita, Erma, Fadlia, Lina, Ijo) thanks for spirit. His best friends, The big family of WK (Lilik, Fatih, Aan, MTB, Faizal, Becak, Cupek, Getuk, Agest, Dela, Curud, Dana, Afrie, Satrimin, Indra, Pepeng) thanks for the smile. The angel of my nightmare, Armiya Nur Lailatul 'Izzah thanks for endless love. The big family of the English Language Education Department, and all other persons who have given their support.

Finally, the writer realizes that this thesis is far from being perfect so that he invites all critical comments. However, he hopes that the thesis would give worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta, December 2012

The Writer

TABLE OF CONTENTS

| | |
|--------------------------|------|
| COVER | i |
| APPROVAL | ii |
| RATIFICATION..... | iii |
| DECLARATION | iv |
| DEDICATION | v |
| MOTTOS | vi |
| ACKNOWLEDGMENTS | vii |
| TABLE OF CONTENTS..... | viii |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| LIST OF APPENDICES | xiii |
| ABSTRACT..... | xiv |

CHAPTER I INTRODUCTION

| | |
|---------------------------------------|---|
| A. Background of the problem | 1 |
| B. Identification of the Problem..... | 3 |
| C. Limitation of the Problem | 5 |
| D. Formulation of the Problem..... | 5 |
| E. Objective of the Research..... | 5 |
| F. Significance of the Research | 5 |

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

| | |
|---|----|
| A. Theoretical Description | 7 |
| 1. The Nature of Writing | 7 |
| a. Definition of Writing | 8 |
| b. Teaching Writing | 8 |
| c. Types of Writing Performance..... | 9 |
| 2. Genre-Based Writing..... | 10 |
| 3. Cooperative Learning | 11 |
| a. The Concept of Cooperative Learning..... | 12 |
| b. The Elements of Cooperative Learning | 14 |
| 4. General Concept of Dictogloss | |
| a. Definition of Dictogloss..... | 16 |

| | |
|--|----|
| b. Variation of Dictogloss | 17 |
| c. Dictogloss Procedure | 20 |
| d. Aims of Dictogloss..... | 21 |
| e. Further Information about Dictogloss..... | 21 |
| f. Cooperative Learning in Dictogloss | 24 |
| B. Conceptual Framework | 26 |

CHAPTER III RESEARCH METHOD

| | |
|--------------------------------------|----|
| A. Type of the Research..... | 28 |
| B. Setting of the Research | 29 |
| C. Subjects of the Research..... | 29 |
| D. Instruments of the Research | 30 |
| E. Data Collection Technique | 31 |
| F. Data Analysis Technique | 32 |
| G. Validity and Reliability | 32 |
| H. Procedure of the Research..... | 34 |
| I. Scoring Scheme for Writing | 36 |

CHAPTER IV THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

| | |
|---|----|
| A. Reconnaissance | 38 |
| 1. Identification of the Field Problems | 38 |
| 2. Identification of the Field Problem to be Solve..... | 41 |
| B. Report of Cycle I | 43 |
| 1. Planning..... | 43 |
| a. First Meeting..... | 43 |
| b. Second Meeting | 44 |
| c. Third Meeting | 44 |
| 2. Action and Observation..... | 44 |
| a. First Meeting..... | 45 |
| b. Second Meeting | 48 |
| c. Third Meeting | 49 |
| 3. Reflection | 50 |

| | |
|--|----|
| a. First Meeting..... | 51 |
| b. Second Meeting | 53 |
| c. Third Meeting | 55 |
| C. Report of Cycle II..... | 59 |
| 1. Planning..... | 59 |
| a. Fourth Meeting..... | 59 |
| b. Fifth Meeting | 60 |
| c. Sixth Meeting..... | 60 |
| 2. Action and Observation..... | 60 |
| a. Fourth Meeting..... | 60 |
| b. Fifth Meeting | 62 |
| c. Sixth Meeting..... | 63 |
| 3. Reflection | 64 |
| a. Fourth Meeting..... | 65 |
| b. Fifth Meeting | 66 |
| c. Sixth Meeting..... | 70 |
| D. General Findings | 75 |
| 1. Summary of Cycle I and Cycle II..... | 75 |
| 2. Students' Score..... | 76 |
| 3. The Chart of Students' Writing Score..... | 77 |
| | |
| CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS | |
| A. Conclusions | 78 |
| B. Implications | 79 |
| C. Suggestions..... | 79 |
| | |
| REFERENCES | |
| APPENDICES | |

LIST OF TABLES

| | |
|--|----|
| Table 1: Assessment Rubric for Writing Aspects | 36 |
| Table 2: Problems in the English teaching-learning process in Class 8D, SMP N 3 Ngaglik in the Academic Year of 2012/2013 | 39 |
| Table 3: Problems in the urgency level | 40 |
| Table 4: Research Result | 75 |
| Table 5: Mean Scores of the Five Aspects | 77 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Student's Writing of Task 1 | 56 |
| Figure 2: Original Text of Task 1 | 57 |
| Figure 3: Student's Writing of Task 2 | 68 |
| Figure 4: Original Text of Task 2 | 69 |
| Figure 5: Student's Writing of Task 3 | 70 |
| Figure 6: Original Text of Task 3 | 71 |

LIST OF APPENDICES

| | |
|--|-----|
| Appendix A (Field Notes) | 81 |
| Appendix B (Interview Transcripts) | 94 |
| Appendix C (Course Grid) | 120 |
| Appendix D (Lesson Plans) | 126 |
| Appendix E (Students' Scores) | 152 |
| Appendix F (Students' Writings) | 153 |
| Appendix G (Observation Sheets) | 162 |
| Appendix H (Photographs) | 165 |
| Appendix I (Permit Letters) | 171 |

**IMPROVING STUDENTS' WRITING ABILITY BY USING
THE DICTOGLOSS TECHNIQUE AT CLASS VIII D OF
SMP NEGERI 3 NGAGLIK IN THE ACADEMIC
YEAR OF 2011/2012**

By
Ogie Yudha Herlangga
07202244043

Abstract

The objective of this research study was to improve the writing ability by using the dictogloss technique at class VIII D of SMP N 3 Ngaglik in the academic year of 2011/2012.

Based on the preliminary observations the problem was concerned with the students that had low ability in writing including punctuation, spelling, and using the appropriate tense. The study consisted of two cycles. The data were obtained by interviewing the students of class VIII D of SMP N 3 Ngaglik, holding discussions with the English teacher, the school principal, and the observer, and doing observations in the teaching and learning process. The instruments for collecting the data were observation guidelines, interview guidelines, and a digital camera. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, and dialogic validity.

The research result shows that the use of the dictogloss technique is believed to be effective to improve students' writing ability. Students' writing problems can be reduced by applying the dictogloss technique. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, vocabulary, language use and mechanics. In reference to the students' writing scores, the students' ability in five aspects of writing improved after the dictogloss technique was applied.

CHAPTER I

INTRODUCTION

A. Background of the Study

It is commonly believed that writing, especially in the foreign language is not an easy skill to master. There are many reasons that influence the difficulty of writing. First, many students lack logical sequencing and development in organization so that the ideas are confusing and disconnected. Second, the students also get many errors of agreement, tense, articles, pronouns and prepositions that make the meaning of the text obscured or confusing. The other reason is that students have little knowledge of English vocabulary, idiom, and word form so that they cannot develop the text with limited vocabulary. The next problem is mechanic. It is dominated by errors of spelling, punctuation, capitalization, and paragraphing. Those statements is also supported by Richards and Renandya (2002: 303) who say that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text.

Because of the complexity of writing, teaching writing becomes a complex activity, therefore, the teacher is required to have a great interest, technique, and strategies in writing. However, many teachers use monotonous writing activities. The teachers also have less creative technique and strategies in teaching writing. As a result, the students do not make a progress in their writing.

Related to English learning in junior high schools, English lesson is one of the compulsory subjects that has to be taught for students of the junior high school level. English learning in the junior high schools is targeted to make the students reach the functional level, that is, to communicate written and orally in solving daily problems. One of basic competences of English learning at junior high schools is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative and recount.

In order to improve students' writing ability in making texts, the teacher should be able to create and explain about writing activity in interesting and easy ways. However, teaching writing is still become a problem for Indonesian teacher, especially in finding out what technique, which is suitable for the students. One of teaching techniques that is interesting for writing is dictogloss.

Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing ability. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own words. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, vocabulary, grammar, and mechanics.

In fact, the difficulty of writing skill especially in making texts is also felt by the students at class VIII D of SMP N 3 Ngaglik in academic year 2011/2012. Based on the observation in the class, the researcher found that the students' writing ability is still low. They made many mistakes in writing, such as in

spelling, using punctuation and arranging sentences. They made many mistakes in spelling some words and they also still had difficulties in arranging sentences or in using an appropriate tense.

Based on the problems in the teaching and learning above, the teacher and the researcher agreed to conduct an action research at class VIII D of SMP N 3 Ngaglik through dictogloss activities to improve the students' writing ability.

B. Identification of the Problem

Based on the interview with the English teacher and preliminary observation in the class VIII D of SMP N 3 Ngaglik, there were some problems in the teaching and learning process related to English writing ability. Some problems that occurred can be identified as follow:

The first problem that influenced students' writing ability was from the students. They had less motivation in learning writing. It could be seen from the students' participation in the teaching and learning process. The students did not have willingness to write and to do the task. Moreover, they only spent their time with friends by playing and doing something unrelated to the English lesson. They were also reluctant to bring a dictionary or even find other learning resources to help them understand the lesson.

The second problem came from the teacher. The teaching and learning process of writing was dominated by the teacher. When teaching writing in the class, the teacher talked a lot during the teaching and learning process. He seldom asked the students to work in the group/pairs. As a result, the teaching and learning process were monotonous and uninteresting.

The learning material was the next problem that influences the students writing ability. The materials that were used for class VIII D of SMP N 3 Ngaglik were mostly taken from the course book. Thus, the materials contained difficult and monotonous tasks. As a result, the teaching and learning process were boring and burdensome for the students.

The teaching technique was another problem which influences the students' writing ability. The English teacher actually had good teaching performance but the teacher was less creative in delivering materials. Consequently, the students found the difficulty in comprehending the materials and they were bored during the teaching and learning process.

One of the teaching techniques which is appropriate to teach writing is the dictogloss technique. According to Jacobs (2003:2), the use of dictogloss is that students are encouraged to focus some of their attention on form and that all four language skills are involved. In the dictation stage of dictogloss, the language skills that are involved are reading, speaking and listening. Then in the reconstruction and analysis-correction stages, the students need to use their writing skill.

In this research, the researcher together with the collaborator decided to use the dictogloss technique in improving students' writing ability in class VIII D of SMP N 3 Ngaglik in the second semester of the academic year of 2010/2011. It was because based on the explanation above; the dictogloss technique can be used to teach writing especially in the reconstruction and the analysis-correction stages.

C. Limitation of the Problem

As the researcher observed, there were many problems in teaching writing in class VIII D of SMP N 3 Ngaglik. They were from the teacher, students, materials, media, and teaching technique. Therefore, the researcher will only focus on the problem of teaching technique related to writing ability in class VIII D of SMP N 3 Ngaglik. The researcher decided to solve that problem because based on the preliminary class observation the teacher was less creative in delivering materials. Consequently, the students found the difficulty in learning writing and they were bored during the teaching and learning process of writing. The researcher will improve students' writing ability by using dictogloss technique.

D. Formulation of the Problem

The formulation of the problem concentrated on the following research question:

“How can the use of the dictogloss technique improve students' writing ability in class VIII D of SMP N 3 Ngaglik?”

E. Objective of the Research

The objective of the research is to improve students' writing ability by using the dictogloss technique in class VIII D of SMP N 3 Ngaglik.

F. Significant of the Research

This research is conducted to find how the use dictogloss technique can improve students writing ability in class VIII D of SMP N 3 Ngaglik. Therefore,

the result of the research is expected to be an important piece of information for the people who are concerned with the language teaching and learning, especially the following parties:

1. For State University Of Yogyakarta (English Department)

As an institution concerned with the provision of teacher, the researcher gives information about the dictogloss technique in writing class, so the teacher has consideration to use this technique

2. For the teachers (of English at Junior High School)

The result of this research can be taken as considerations to teach and learn writing effectively. Hopefully, after knowing the result of the research, the English teachers improve their technique in teaching writing. Next, the result of this research is expected to bring improvement, which can be used, in writing class as a stimulus of the students for their improvement.

3. For the students who learn writing

The use of dictogloss technique improves their writing ability by having a clearer perception about dictogloss technique.

4. For future researcher

This research is also expected to be beneficial finding because there is possibility that another interesting phenomenon arises after the result of this research. The interesting phenomenon can be used as the basic to conduct further research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. The Nature of Writing

a. Definition of Writing

There are many definitions of writing proposed by different experts. Carroll (1990: 1) points out that writing is the most important human invention which provides a relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories. This definition implies that in writing, the writer can share his messages with the same generation or with future generation.

Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea is also supported by Weigle (2002: 19) who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed.

Meanwhile, Elbow in Brown (2001: 337) states that writing is a two-step process. The first step is to figure out the meaning or figure out what the writer want to say. It means the writer should make a plan or an outline before writing.

Then, the writer put the outline into a text. Based on the statement above, it implied that the current emphasis on writing must be seen in the perspective of a balance between process and product.

Based on the above definitions of writing, it can be concluded that writing is an act that takes place within a context, which accomplishes a particular purpose and its provides a relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories

b. Teaching Writing

There is no doubt that writing is the most difficult skill for language learners to master. Teachers should know and understand the appropriate approach that can be used in teaching writing so that the learners are easily able to produce a good writing.

At the beginning of a lesson, the teachers should make sure that the students know about the purpose of the activity in the lesson. Teachers should give a clear explanation about what students will learn so they will get an advantage in the teaching and learning process. Harmer (2004: 34) argues that the objective of teaching writing is to help students to become better writers and to learn how to write in various genres using different registers. It means that teaching writing is more than just dealing with spelling, punctuation, or grammar. It is about helping students to communicate real messages in appropriate manner.

Seow on Richards and Renandya (2002: 304) state that teaching writing comprises four basic stages. They are planning, drafting, revising, editing. For

each stage suggestion is provided as to the kinds of classroom activities that support the learning of specific writing skill. It means that in teaching writing, the teacher provides a sequence of activities for students to generate and organize the ideas to be written, make a draft, and edit their work before the final product.

c. Types of Writing Performance

Brown (2000: 343) states that there are five types of writing performance namely imitative or writing down, intensive or controlled, self writing, display writing, and real writing. The first type is imitative, or writing down. In this type, the students just imitate English letters, words, and possibly sentences in order to learn conventions of the orthographic code. They have to reach skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This level is usually at beginning level.

The second type is intensive, or controlled. In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the text design. The students have to attain skills in producing appropriate vocabulary inside a context, collocation, idioms, and correct grammatical features up to the length of a sentence. One of the examples of controlled writing is dictogloss.

The next category is Self-writing. This category is writing with only them self in mind as an audience. The most silent instant of this category in the classroom is note taking, where students take a note during lecture for the purpose of later recall. Diary and journal writing is also fall into this category.

Display writing is the next category. Every classroom writing task will have an element of display writing on it. Short answer exercise, essay examination, and even research report will involve an element of display.

The last category is real writing. In this category implies successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. The writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

2. Genre-Based Writing

According to Hyland in Brown (2007: 30), genre can be defined as social process which are goal oriented and which achieve their purposes in stages or steps. This definition implies that genres are manifested differently in different cultures. People in different cultures use particular genres to realize their different social purposes such as goods and services, values and experiences.

Reppen in Richards and Renandya (2002: 321-322) states that there are two concepts in genre-based approach. The first concept focuses on scaffolding. The teacher occupies the central role in the scaffolding process and must be familiar with learning situation, the material that is being presented, and the specific features associated with the writing students are going to produce, and must be able to guide students to help them accomplished the goal. Based on the first concept, it implies that genre-based approach is very useful for the students

because they need to know how a text is organized and how to use the lexico grammatical patterns to make a well form and effective text.

The second concept focuses on increasing students' awareness of how different ways of organizing information in writing interact with the purpose of the text. This is an important step in helping students become more successful writers. By discussing features in different text types, students learn language needed to talk about texts, begin to understand how and why text are organized in certain ways, and able to evaluate their own writing and participate in editing session more effectively. It means that genre-based approach can most effectively achieve their purposes by systematically relating language to context.

As a conclusion, having some understanding of genre is one of the reasons people can communicate successfully, especially in writing. This idea is also supported by Harmer (2004: 30-31) who states that a genre is a type of written organization and layout (such as an advertisement, a letter, a poem, a magazine article, etc.) which will be instantly recognized for what it is by member of discourse community that is any group of people who share the same language customs and norms.

3. Cooperative Learning

Dictogloss technique has some steps in the teaching and learning process which help teachers in teaching writing. This technique also promotes cooperative learning which helps the students to give their contribution to the teaching-learning process.

a. The Concept of Cooperative Learning

Cooperative Learning is a kind of teaching strategies that commonly used in the classroom. According to Brown (2001: 47), Cooperative Learning is one strategy that involves students to work together in pairs or groups, and they share information. They are a team whose player must work together in order to achieve goals successfully. Cooperative Learning in this context is possible to raise the achievement of all students in the learning activities. It also helps the teacher build positive relationship among students. Positive relationship can be one of the intrinsic motivations. It also helps teacher give

Therefore, it can be concluded that Cooperative Learning is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students. However, in Cooperative Learning, students work through the assignment until all group members successfully understand and complete it.

Furthermore, Olsen and Kagan in Richards and Roger (2001: 192) define that Cooperative Learning is a group of systematic activity which depend on the information exchange between learners in group in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others. In other words, cooperative learning is a strategy which covers both

individual and small group learning. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending the materials. Moreover, students are trained to learn actively because they should involve in the learning activities. Therefore, cooperative learning is an instructional strategy that the teacher directly shows and models group work to the students. Then the students work together to reach the goal effectively.

Richards and Roger (2001: 194) indicate that the basic of Cooperative Language Learning is the learner develops communicative ability in a language by communicating in social or educational situation. It reflects that Cooperative Learning purposes a certain interactive structure that is optimal for learning the rules and practices in communicating with a new language. Cooperative Learning is also useful to develop learner's critical thinking skills, which are important in learning.

In summary, Cooperative Learning is a kind of teaching strategy which maximizes students' involvement, participation, cooperative activities and the use of small group learning which is heterogeneous-made up of high, average, and low achievers, boys and girls, and the use a variety of learning activities to improve their understanding of a subject. It also promotes the students to take responsibility for their own and each other. Besides that, it helps the teacher create a learning environment which engages both students' individual and group achievement and social skills.

b. The Elements of Cooperative Learning

Olsen and Kagan in Richards and Rogers (2001: 196) propose five key elements of successful group based learning in Cooperative Learning. The followings are the five basic elements of Cooperative Learning.

1) Positive interdependence

Cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group's success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

2) Face-to-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other's learning and success. Such interaction helps to promote the following:

- orally explaining how to solve problems
- teaching one's knowledge to other
- checking for understanding
- discussing concepts being learned
- connecting present with past learning.

3) Group formation

There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the

learners, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While in assigning students to group, it can be selected by a teacher, randomly selected or student-selected. Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

4) Individual and group accountability

The third element leads to the belief "What students can do together today, they can do alone tomorrow." The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. It also involves both group and individual performance. One of the examples is by assigning each student in a group to have certain responsibility in finishing the project. Another example is by calling on a student at random to share with the whole class, with group members, or with another group.

5) Social skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust-building, communication, and conflict-

management skills. In this case, the teacher plays important role in designing learning activities which cover all of the elements of cooperative learning in the classroom.

4. General Concept of Dictogloss

a. Definition of Dictogloss

Anderson and Anderson (2003: 46) state that the word dictogloss comes from two words, i.e. 'dictation' and 'glossary'. Dictation is an activity of a person who reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meanings written beside them. From the definition, the writer thinks that dictogloss is combination between dictation and glossary to create and reconstruct a text.

Meanwhile, Wajnryb (1995: 5-6) defines dictogloss as a task-based procedure helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs. It can be a fairly short, controlled activity or a more extended discovery activity. The writer implies that dictogloss is an excellent way of practicing grammar and vocabulary as learners work on a combination of meaning and form, which makes grammar learning more purposeful and meaningful.

Furthermore, Jacobs and Small (2003: 1) describe that dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. This

definition implies that in dictogloss there are several skills combined in one technique.

From the explanation above, it can be concluded that dictogloss is a technique for language learning in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the teacher read.

b. Variation on Dictogloss

There are several variations on dictogloss according to Jacobs and Small (2003: 9).

1) Dictogloss Negotiation

In dictogloss negotiation, the teacher read the text twice. Then, the teacher stops after each sentence or two, or paragraph. During this pause, students discuss what they think they heard. Sections can be one sentence long or longer, depending on the difficulty of the text and to students' proficiency level.

2) Student-controlled Dictation

In Student -controlled Dictation, the teacher has a role as a tape recorder. In other words, students can ask the teacher to stop, go back, rewind, fast-forward, and skip ahead. The class might want to have a rule that each student can only say "please stop" one time to give an opportunity to all students. Student-controlled Dictation can be a fun variation, because students enjoy explicitly controlling the teacher.

3) Student-Student Dictation

In this dictogloss type, students take turns to read to each other. Student-Student Dictation works best after students have become familiar with the standard dictogloss procedure. This dictogloss variation involves key elements of cooperative learning, in particular equal participation from all group members, individual responsibility and positive interdependence as group members explore meaning and correctness together.

4) Dictogloss Summaries

In Dictogloss Summaries, students focus only on the key ideas of the original text. The teacher can provide visual cues (sketch, flow chart, photo, mind map) that represent some elements of the story

5) Scrambled Sentence Dictogloss

In Scrambled Sentences Dictogloss, The teacher jumbles the sentences of the text before reading it to students. Then, students recreate what they heard and then put it into a logical order. This dictogloss variation employs this technique to raise the difficulty level of dictogloss and to focus students' attention on how texts fit together.

6) Elaboration Dictogloss

In Elaboration Dictogloss, students can create elaborations not just recreate a text that they have heard but also to improve it. In this dictogloss type

may be preceded by a review of ways to elaborate, such as adding adjectives and adverbs, examples, facts, personal experiences, and causes and effects.

For instance, the part of the text read by the teacher might be:

Today, many students use bicycles.

Students could simply elaborate by adding a word or two:

Today, many Japanese college students use bicycles.

Or, a sentence or two could be added:

Today, many students use bicycles. This reduces air pollution and helps students stay fit. However, bicycle riding in a crowded city can be dangerous.

7) Dictogloss Opinion

In Dictogloss Opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

8) Picture Dictation

In Dictogloss Picture Dictation, the teacher writes a description of a picture. The description should include a great deal of detail. Then, students listen to the description and do a drawing based on what they hear. After that, students compare the picture with their partners and original picture. On the other hand,

students can reconstruct the text read by the teacher, as in standard dictogloss, and then do a drawing.

c. Dictogloss Procedure

Wajnryb (1995: 7) develops a new way to do dictation, known as dictogloss. It is different from traditional dictation that only imitates what does the teacher said. In dictogloss, the students are obliged to create their own parallel text. They make their own sentences based on the original text.

Based on Wajnryb (1995: 7-9), there are four stages in the dictogloss procedure namely preparation, dictation, reconstruction, analysis and correction.

The first stage is preparation. In this stage, the teacher prepares the text for the learners. Then, the teacher ensures that learners know what they are expected to do at each stage of the technique. The last the teacher organizes learners into groups

Dictation stage is when the learners hears the text and takes notes. The text is normally read twice at natural speed making short pauses between the sentences. The first time, students do not take any notes. The second time, they note down key words to help them remember the content and reconstruct the text.

The next stage is reconstruction. In this stage, the learners reconstruct the text based on their notes. This is the collaborative stage in which students work together to reconstruct the text with correct grammar and content pooling their information and discussing the best options.

The last stage is analysis and correction. The stage is when learners analyze and correct their texts. This is done with the help of the teacher by comparing their version of the texts to the other groups and then with the original. Many variations and adaptations of dictogloss have developed but the main stages are usually the same.

d. Aims of Dictogloss

Wajnryb (1995: 6) argues that dictogloss has a number of aims. The following are a number of aims of dictogloss:

- 1) It provides a chance for learners to use their grammatical knowledge to reconstruct the dictated-text;
- 2) It also supports learners to find out what they do and do not know about English which is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
- 3) It aims to upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

e. Further Information about Dictogloss

In this point, the researcher presents information that is related to the dictogloss. That information is in terms of interaction, grammar in context and motivation. The following is further information about dictogloss:

1) Interaction

The key to dictogloss is interaction. This technique requires learners in the classroom to interact with each other in small groups to reconstruct the text as a co-operative endeavour. Working in this way, learners are actively engaged in the learning process.

Students find out what they do not know, and then they find out what they need to know. It is through this process that they improve their language skills. Wajnryb (1995: 10) argues that through active learner involvement students come to confront their own strengths and weaknesses in English language use.

In teaching with dictogloss, teachers should remember that the aim is to improve learners' grammatical competence in using the language. With experience, students become familiar with the procedure and the phases become predictable parts of a familiar process. The students' confidence in both learning and using the language increases after students realize that they are learning and their English is improving

2) Grammar in Context

Wajnryb (1995: 13) states that grammar which is not taught in a context has little meaning or practical value for the language learners. It means that the best method of teaching grammar is to use passages or texts that illustrate grammatical functions within their context. Teaching the students grammar in context shows them how to apply various grammatical concepts. This is commonly believed to improve the students' ability to communicate through written language.

The issue of grammar in context is found in the dictogloss technique. In both the reconstruction stage and the analysis stage of dictogloss, the issue of grammar is approached contextually. In the reconstruction stage, learners are required to perform a context-based task. Using their notes and their knowledge of the language, they reconstruct a text whose topic, points of view are already known.

In the final stage, the analysis and correction stage, this technique also shows the issue of grammar in context. The various text versions that the groups of learners produce are treated in terms of the given context.

3) Motivation

Wajnryb (1995: 15) states that the integration of the functions of testing and teaching in dictogloss helps to stimulate the learners' motivation. It is because when the learners offer their contribution to the group in the context of the reconstruction stage, they are making commitment to the group, to the task, and to the learning process. Also because the task is done in groups, the students will have confidence to contribute to the success of the group work and they will be motivated in the teaching and learning process.

Another effect of dictogloss to the students' motivation is showed in the final stage. The final stage of analysis and correction is something that should be conducted to maximize learning and encourage risk-taking in which students are motivated to give a response to their friends' work.

f. Cooperative Learning in Dictogloss

There are some cooperative learning principles related to the use of dictogloss as said by Jacobs and Small (2003: 5)

1) Heterogeneous Grouping

In dictogloss activity, the teacher makes groups randomly or based on students proficiency levels. Mixing students on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence is believed to have a number of benefits, such as encouraging peer tutoring, providing a variety of perspectives, helping students come to know and like others different from themselves, and fostering appreciation of the value of diversity.

2) Collaborative Skills

The principle of collaborative skills that is relevant to dictogloss activity include: asking for and giving reasons, disagreeing politely and responding politely to disagreement, and encouraging others to participate and responding to encouragement to participate.

3) Group Autonomy

This principle increased participation and learner co-operation. Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are

allowing sufficient time for it to take place, emphasizing positive feedback, and maintaining student involvement in processing.

4) Simultaneous Interaction

Simultaneous interaction is relevant in dictogloss when the students ask to analyze and correct their texts on the whiteboard. This is done with the help of the teacher by comparing their versions to the other groups and then with the original. Many teachers may want to have one group then another read or show their reconstruction on the whiteboard. When this happens, the students are doing simultaneous interaction.

5) Equal Participation

There are equal participation principles in groups which are used in dictogloss activity. The first is the fact that every student has written potentially different notes during dictation. The group might accentuate this by deciding on a division during the note-taking, for example, one person is mainly responsible for the first half and the other for the second half. Next, the students can have a designated turn to read their notes. After that each group member can have the main responsibility for one part of the reconstruction.

6) Individual Accountability

There are some further ideas that are relevant to dictogloss. First, group representatives can go to another group to get ideas from other groups during taking a note to report what their group has done. Second, after doing dictogloss

in groups, the class can do dictogloss working alone using a text of the same text type and the same or related content area. After that, when taking a note, groups can discuss but then individual members write their own reconstruction.

7) Positive Interdependence

In positive interdependence principle, the students feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It is a feeling that leads group members to want to help each other, to see that they share a common goal.

B. Conceptual Framework

Writing is a difficult skill to be mastered. The difficulties might come from students or technique which is used. Dictogloss is a technique that could be used by Indonesian teachers to teach writing. Actually, this technique consists of some stages that involve all four language skills, i.e. listening, reading, speaking and writing. That is why dictogloss can be used as a technique to teach and learn writing.

Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing ability. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects namely content, organization, language use and mechanics (spelling or punctuation).

Based on the preliminary class observation in Class VIII D of SMP N 3 Ngaglik, the researcher found some problems in the process of teaching and learning, especially in writing. The problems are from the students and the teaching technique.

First, the researcher found that the students' writing ability is still low. They made many mistakes in writing, such as in spelling, using punctuation and arranging sentences. They made many mistakes in spelling some words and they also still had difficulties in arranging sentences or in using an appropriate tense.

The second problem is the teaching technique. The English teacher actually had good teaching performance but the teacher was less creative in delivering materials. It could be seen from the teaching and learning process. Students felt bored with the subject matter during the teaching and learning process. Consequently, the students found the difficulty in learning writing.

Seeing the facts that the students and the teacher need an appropriate technique in teaching and learning writing, the researcher used dictogloss as a starting point to improve students' writing ability. Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in improving students' writing ability in Class VIII D of SMPN 3 Ngaglik through the use of dictogloss.

CHAPTER III

RESEARCH METHODS

A. Type of Research

The type of this research was classroom action research. In this research, the researcher was directly involved in improving students' writing ability. This action research aims to portray the process of the improvement of students' ability in writing.

The nature of this action research was collaborative which involved the English teacher as the collaborator and the researcher himself. The researcher and the collaborator tried to improve the way in teaching writing by using dictogloss technique to the students. The team worked together in planning, implementing and reflecting the action.

The action research was conducted through the process below.

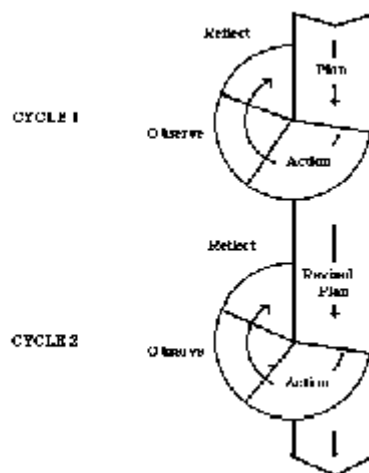


Figure 3 Action research cycles (Burns, 1999:33)

B. Setting of the Research

This part will consist of two issues, the first is the place of the research and the second issue is the schedule of the research. Each part is discussed below.

1. Place of this research

This research was conducted in SMP N 3 Ngaglik, focusing in class VIII D because the students in that class had the lowest mean score in writing. It is located at Candi, Sardonoharjo, Ngaglik, Sleman, Yogyakarta. The available rooms in this school are the principal room, teacher's room, a room for guidance counselling, an administration room, a school health unit, a kitchen, a mosque, four teachers' toilets, 10 students' toilets and 18 classrooms. Each class consists of 34-36 students.

2. Schedule of the research

The researcher conducted the action research in the second semester of the academic year of 2011/2012 from January to March 2012. In conducting the actions, the researcher followed the school calendar. The researcher followed the English schedule of class VIII D of SMP N 3 Ngaglik because the researcher conducted the action research in this class.

C. Subjects of the Research

This research involved the English teacher and the students of SMPN 3 Ngaglik, especially the students of class VIII D of SMP N 3 Ngaglik in the academic year of 2011/2012, and the researcher.

D. Instrument of the Research

The instruments of this research are presented below.

1. Field notes

The field notes were aimed to note the data supporter in this research. These notes were used to record the teaching learning process related to the weaknesses and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take notes of students' writing progress in the classroom.

2. Interviewing guideline

Interviewing guideline was used as a guide when the researcher conducted interview with students and collaborator during the research. Hence, the interview would be in the right procedure.

3. Observation checklist

It was used to check the application of the dictogloss technique in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which were done.

4. Students' task

Students' writing task was used as media to get information about students' writing ability using dictogloss technique whether there would be improvement of students' writing ability or not.

E. Data Collection Technique

The data in this research consisted of qualitative and quantitative. The qualitative data were the description of the process during the action, interview transcript, observation checklist, and students' writing task. While the quantitative data were the result of the students' writing before and after the action was applied. The quantitative data were presented in the score of students from Task 1 to Task 3.

In collecting the data, the researcher used three techniques as discussed below.

1. Interview

The researcher conducted some interviews to the English teacher as the collaborator and the students of class VIII D during the research.

2. Classroom observation

The researcher and the collaborator observed the teaching and learning process in class VIII D and students' progress in writing to get information needed in the next action plan in this research. Everything related to the students' behaviour in learning writing, the teacher's action in the class, and problems related to the teaching-learning process were noted. They did the class observation.

3. Testing and evaluating students' writing

The researcher and the collaborator gave three tasks in this research which used the dictogloss technique in each task. Then, they evaluated students' writing from the first task to the final task.

4. Photographs Taking

Some pictures were taken while the teaching and learning process was running. The photographs were taken to support the data.

F. Data Analysis Technique

The data were obtained from the field. Firstly, the researcher looked up the findings as genuine data such as interview transcripts, field notes and students' writing. He then analyzed the description of opinions and the result of the research. Secondly, from interview transcript, it could be shown the progress of the implementation given. Additionally, the students and the collaborators were given chance to deliver their own opinion and comments about the implication of the action research to avoid subjectivity in analyzing the data and get trustworthiness.

G. Validity and Reliability

The data validity of this research was based on Burn's (1999: 161-162) criteria of validity. They were democratic validity, outcome validity, process validity, and dialogic validity.

In this research, to get the democratic validity the researcher did a collaboration with the English teacher and the students as the data resources who

have a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. Their opinions, ideas, criticism and suggestion were used to improve the next actions. The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions.

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen. To get the last criteria of validity, the dialogic validity, the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

To test the trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis, the researcher used triangulations proposed by Burns (1999:163) as follows.

1) Time triangulation

The data are collected at different point in time or over a period of time to get sense of what are involved in the process of the changes. In this research, the researcher collected the data before, during, and after the implementation of the actions. The researcher collected data by observing the teaching and learning process and interviewed the students and the teacher before, during, and after the implementation of the actions.

2) Investigator triangulation

More than one observer is involved in the same research setting to avoid observer bias and to provide checks on the reliability of the observation. In this research, the researcher asked one of her friend to be the observer in his research.

Furthermore, the researcher also used method triangulation in which the researcher used different kind of data collection techniques - interview and observation. Therefore, to fulfill the reliability, the researcher involved more than one source of data, namely the researcher, the English teacher and the students of VIII D class. The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other observer's notes that were related to the data such as notes of the students' involvement during process. He took field notes of what he did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what he wanted to do in the class. After that, he interviewed the students to know what they felt during the class activities. He also interviewed the teacher to get some comments, perceptions and suggestion about the action. He also got together with the observer and asked for his observations.

H. Procedure of the Research

1. Determining the thematic concern-reconnaissance

The researcher conducted the reconnaissance step to find out the information concerning students' writing ability in producing recount text. Based on the interview and observation in SMP N 3 Ngaglik, the researcher found and

identified the existing problems. In the English teaching and learning process in class VIII D of SMP N 3 Ngaglik, the researcher found several problems. There were five problems of students in the writing aspects namely content, organization, punctuation, grammar, and spelling. In reference to the interview with the collaborator and the students, the major problems the students have were spelling, punctuation, using appropriate tense, and the content of a narrative text. Besides, the English teacher also had difficulties in teaching writing. He was very enthusiastic when the researcher wants to conduct action research related to the students' writing ability.

2. Planning

After the researcher identifies the problem, he made some planning to determine the actions that are feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class VIIIA of SMP N 3 Ngaglik. The researcher and the collaborator prepared the technique to solve the problem they face, prepared teaching material and prepared the instruments to collect the data.

3. Action and observation

After the planning was agreed on, the action was implemented in the class. The action was implemented in two cycles. Cycle 1 consisted of three meeting and cycle 2 consisted of three meetings. The researcher asked to help English teacher to observe the record the class activities. The researcher also observed and took a note anything happened in the class. Based on the

observation, notes, and records of the students' responses in the actions, the researcher and the collaborator discussed the implementation of the actions.

4. Reflection

After the researcher conducted the action completely, the researcher and the collaborator conducted reflection. All member of the research discussed circumstance concerning the actions. It was done to find out whether the action was successful or not. If the action carry out were successful, the researcher continued to implement it by giving different topic of recount text to the students. However, if the actions were not successful, the researcher tried to find the suitable actions to use dictogloss in teaching writing so that the condition would be better and improved students' writing ability.

I. Scoring Scheme for Writing

There were two independent raters in assessing students' writing. The first rater was the English teacher of Class VIII D who is qualified for assessing students' writing and the second rater was the researcher himself. In evaluating students' writing, the researcher and the collaborator gave an appropriate score in each aspect. The more complete assessment rubric can be seen in the appendix.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

This chapter presents the process of the research, its finding and interpretation which are divided into two sections. The first section presents the reconnaissance steps. The second one reports the results of the action research cycles: plans, actions, observation and reflections. To clarify the problems in the field, the researcher did some activities. The activities were: the first one was conducting the observation on February 3rd, 2012 in teaching and learning process and the second one was interviewing the teacher and the students of grade VIII D of SMPN 3 Ngaglik, Sleman.

As stated in the previous chapter, the research method used in this study was action research. In doing the action research, the researcher followed the steps including determining the thematic concerning reconnaissance, planning, acting, observing, and reflecting. In the reconnaissance step, the researcher identified the field problem concerning the teaching and learning process of writing. The researcher did a class observation and interviewed VIII D students of SMPN 3 Ngaglik. Besides, the researcher also had some discussions with the English teacher and the school principal of SMPN 3 Ngaglik. After finding the general problems, the researcher and the English teacher decided to solve the field problems concerning the improvement of writing materials and activities in the writing teaching and learning process. Then, the researcher and the English teacher planned some actions that would be implemented to solve the field problem using dictogloss technique. After that, the researcher moved on to the

next level, which was doing actions and observing. The planned actions were implemented and observed to evaluate whether the use of dictogloss technique was effective or not to improve students' writing skill of the grade VIII D students of SMPN 3 Ngaglik. The final step was reflection of the actions done before to make better improvement in the next cycle. There were two cycles in this research; each cycle consisted of three meetings.

A. Reconnaissance

1. Identification of the Field Problems

Based on the result of the observations, the researcher decided to use the students of VIII D to be the subject of the research because this class had many problems related to the teaching and learning process of reading compared with the other eighth grade classes in SMP N 3 Ngaglik. The situation of teaching and learning process in VIII D class can be seen in the following vignette.

The teacher came to the class with the researcher. **When the bell had rung, the students were still outside the class.** The teacher came to the class but **the students were still not ready to study.** Then the teacher waited them till they were ready to study. After waiting for about five minutes, the teacher asked the captain of the class to lead a prayer. The students did the prayer. Then, the teacher greet the students. However, **some students made noise in the class.**

Then the teacher started the lesson by giving a list of vocabulary from the worksheet to the students. They were asked to find the meaning of that vocabulary by using a dictionary. However, almost all of the **students were not interested to find the meaning of the vocabulary by themselves. There were some students who did not look for the meaning from the dictionary. They just wrote their friends' answers on their books.** They were asked about the meaning of that vocabulary by the teacher. Then the teacher checked the meaning of the vocabulary by asking some students to answer it. He asked some students to read their answer. Some students asked other students to answer the teacher's questions. **They had difficulties in pronunciation and they also laughed at a classmate who made a mistake. Besides, they often made up something for fun in answering the teacher's questions and talked to each other when the teaching and learning activity was still going on.**

After that the teacher presented about the parts of a recount text. The teacher said that recount text should consist of orientation parts, the events, and re-orientation. Then, the teacher asked the students to open students' worksheet but **some students did not bring it so they should share the worksheet with their friends**. He asked the students to answer some questions. Then the teacher checked students' answers by asking some students to write their answer on the whiteboard. **Some students wrote their answer but they did not give any attention to its punctuation and spelling. They also still had difficulties in arranging sentences or in using an appropriate tense**. Then the teacher checked those answers. However, **the teacher only checked the content of the answers not the punctuation**. After that the teacher presented about the past tense. He gave an example of that tense. **Some students made noise in the class**.

The bell had rung. The teacher gave homework to the students. **The homework was taken from the students' worksheet. When the teacher gave the homework, the condition was so noisy that the teacher warned the students**. After explaining the homework, the teacher closed the class and left it."

Based on the vignette above, the researcher and the English teacher discussed some problems that were found. Those problems are presented in the table below.

Table 2: Problems in the English teaching-learning process in Class 8D, SMP N 3 Ngaglik in the Academic Year of 2011/2012

| No | Problems | Codes |
|----|---|-------|
| 1 | When the bell had rung, many students were still outside the class. | S |
| 2 | When the teacher came to the class, the students were still not ready to study. | S |
| 3 | Some students often made noise in the class. | S |
| 4 | Students talked to each other when the teaching and learning activity was still going on. | S |
| 5 | Students often made up something for fun in answering the teacher's questions. | S |
| 6 | Students were not interested to consult the dictionary. | S |
| 7 | Students laughed at a classmate who made a mistake. | S |
| 8 | Students asked other students to answer the teacher's questions. | S |
| 9 | Students did not bring the course book. | S |
| 10 | Students did not do their homework. | S |

(Continued)

(Continued)

| No | Problems | Codes |
|----|---|-------|
| 11 | The teaching-learning process lacked the use of learning facilities. | F |
| 12 | The students had low ability in writing. | S |
| 13 | The students did not pay attention to punctuation and spelling. | S |
| 14 | The students had low ability in arranging sentences or in using an appropriate tense. | S |
| 15 | The teacher could not create interesting writing activities. | T |
| 16 | The teacher found difficulty in controlling the students. | T |
| 17 | The activities in the teaching and learning process lacked of variations. | T |
| 18 | The teacher used monotonous writing activities. | T |
| 19 | The teacher still used a traditional technique in the English teaching and learning process. (The teacher mostly focused the class on the testing activity and He did not teach grammar in the form of text). | T |
| 20 | Most of the given material was taken from the students' worksheets (<i>LKS</i>). | M |
| 21 | The students had difficulties in learning grammar. | M |

S: students T: teacher M: material Met: method F: facilities

From the list of the problems in the English teaching-learning process in Table 1, the problems were then categorized based on its urgency level. They are less urgent and urgent. From the list of urgent problems, the researcher and the English teacher shorten the field of problems to be solved into feasibility level. Based on the urgency level, the problems are listed below.

Table 3: Problems in the urgency level

| No | Problems | Urgent | Less Urgent |
|----|---|--------|-------------|
| 1 | When the bell had rung, many students were still outside the class. | | √ |
| 2 | When the teacher came to the class, the students were still not ready to study. | | √ |
| 3 | Some students often made noise in the class. | | √ |

(Continued)

(Continued)

| No | Problems | Urgent | Less Urgent |
|----|--|--------|-------------|
| 4 | Students talked to each other when the teaching and learning activity was still going on. | | √ |
| 5 | Students often made up something for fun in answering the teacher's questions. | | √ |
| 6 | Students were not interested to consult the dictionary. | √ | |
| 7 | Students laughed at a classmate who made a mistake. | | √ |
| 8 | Students asked other students to answer the teacher's questions. | | √ |
| 9 | Students did not bring the course book. | | √ |
| 10 | Students did not do their homework. | | √ |
| 11 | The teaching-learning process lacked the use of learning facilities. | | √ |
| 12 | The students had low ability in writing. | | √ |
| 13 | The students did not pay attention to punctuation and spelling. | √ | |
| 14 | The students had low ability in arranging sentences or in using an appropriate tense. | √ | |
| 15 | The teacher could not create interesting writing activities. | √ | |
| 16 | The teacher found difficulty in controlling the students. | | √ |
| 17 | The activities in the teaching and learning process lacked of variations. | √ | |
| 18 | The teacher used monotonous writing activities. | √ | |
| 19 | The teacher still used a traditional technique in the English teaching and learning process. (The teacher mostly focused the class on the testing activity and He did not teach grammar in the form of text) | √ | |
| 20 | Most of the given material was taken from the students' worksheets (<i>LKS</i>). | √ | |
| 21 | The students had difficulties in learning grammar. | | √ |

S: students T: teacher M: material Met: method F: facilities

2. Identification of Field Problems to be Solved

From the list of problems above, the researcher and the English teacher discussed the feasibility of the field problems to be solved. The researcher and the English teacher then discussed which field problems related to the students'

writing ability which was feasible to be solved soon. There were two such problems:

1. The teacher has some problems in teaching writing. He still used a traditional technique in the English teaching and learning process, used monotonous writing activities and could not create interesting writing activities.
2. The students had low ability in writing including punctuation, spelling and using appropriate tense.

Having discussed the field problems in the writing teaching and learning process in SMPN 3 Ngaglik, the English teacher and the researcher made some plans to the possible actions to solve the field problems. The researcher and the English teacher decided to apply dictogloss technique in order to improve the quality of the teaching and learning process of writing.

The reasons of choosing this technique were first, this technique was appropriate to solve the problem related to students' involvement because the main concept of this technique is that building and supporting enjoyable classroom environment by engaging students to be actively involved in groups when doing class activities, giving a lot of opportunities to interact each other and maximizing the roles of the teacher. Second, it is because dictogloss has some stages that facilitate the students to improve their writing ability. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing

aspects namely content, organization, language use and mechanics (spelling or punctuation).

B. Report of Cycle I

1. Planning

After the researcher and the English teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. Based on the actions that had been determined, they hope that Cycle 1 could change the English teaching learning into the following condition.

- 1) The teacher could create interesting writing activities so the classroom activities in the writing class could be varied.
- 2) The students could improve their English writing ability in using an appropriate tense, punctuation and spelling.

To achieve the expected situation, the researcher and the teacher planned to implement some actions in Cycle 1. The following is those planning.

a) First Meeting

- 1) presenting a material about a recount text to the students,
- 2) assisting the students to be familiar with the simple past tense as this tense was dominantly used to produce a recount text,
- 3) observing and recording the teaching and learning process.

b) Second Meeting

- 1) reviewing the previous material about a recount text,
- 2) explaining the dictogloss procedure to the students,
- 3) applying the dictogloss in teaching writing,
- 4) providing students' answer sheet to do the first task,
- 5) collecting students' Task 1.

c) Third Meeting

- 1) reviewing the previous material about a recount text,
- 2) distributing students' tasks to do the analysis and correction stage,
- 3) asking some students to write their work on the white board,
- 4) collecting students' Task 1.

2. Action and Observation

The action of Cycle I was conducted in three meetings. The first meeting was the activity where the teacher shared and taught the students about the purpose, the parts (generic structure) and language features of a recount text. The researcher and collaborator also assisted the students to be familiar with the simple past tense.

The second meeting was the activity where the researcher acted as a teacher and the English teacher as a collaborator. In this meeting, he focused on the implementation of the dictogloss. Besides, the researcher and collaborator focused on the students' first task to find students' writing problems and their difficulties in attending the writing lesson by using the dictogloss. After that, the students were asked to collect their task.

The third meeting was the reconstruction stage. The researcher and the collaborator asked some students to write their work on the white board. The students and the researcher checked and compared those students' writings to the original text. The detail of the action in each meeting was discussed as follows.

a) First Meeting

The first meeting was held on February 23rd, 2012. The researcher acted as the teacher and the collaborator became the observer. The teacher started the teaching and learning process by greeting the students, checking the students' presence, and asking the captain of the class to lead a prayer. After that, the teacher gave some questions related the students' previous experience such as, "Where did you spend your last holiday?" and "How did you feel during your holiday?"

Then the teacher distributed an example of a recount text entitled "*My Holiday*". He asked the students to read that text first. After that, the teacher asked some students to read that text. He discussed the content and the meaning of the text with the students. After that, the teacher asked the students about the type of that text. The students answered that the text was a recount. The teacher told the students about the parts of a recount text and asked them to identify the given text. However, before identifying the given text, the teacher and the students discussed the parts of a recount text and the teacher asked the students to learn about that.

To make the students understand easily, the teacher explained to the students about the purpose, the parts and the language features of a recount text by

using a white board. Firstly, the teacher asked the students to tell what they knew about a recount text. A student told that a recount text was about a story. The teacher gave additional information to students' answer that a recount text was a text that telling the reader about one story, action or activity and its goal was to entertain or to inform the reader about the story. Then, the teacher explained the parts of a recount text.

The teacher continued the teaching process by asking some questions related to the students' background knowledge of a recount text. Some students answered the teacher's questions, and the others just listened to their friends' answers. Then, the teacher asked some students about the purpose of a recount text and its parts. Some students answered the parts of a recount text by calling its name i.e. orientation, events, and re-orientation. After hearing the students' answers, the teacher explained that a recount text has some basic parts. A recount text should consist of the orientation, events, and re-orientation. Orientation tell who was involved, what happened, where the events took place, and when it happened; Events tell what happened and in what sequence; and the last part is re-orientation that consists of optional-closure of events/ending.

After discussing the parts of a recount text, the students and the teacher identified the parts of the given text, i.e. the text about "*My Holliday*". The teacher continued the explanation about the characteristics of a recount text. He asked the students to identify and show what tense is used in the text, he said "Can you tell me what tense is used in the text?" Some students responded to the teacher's question by saying "Simple present tense", and the others said "Simple

past tense”. After that, he corrected the wrong answer by showing the sentence from the text to the students. The teacher took the first sentence, “Last week I went to Mount Bromo” Then, he asked the students to identify the type of tense used in the sentence. After the students answered that the sentence used the simple past tense, the teacher asked the students to identify the past tense verbs in the sentences and find the simple present verbs. It was done to make them understand about the present form of the verbs used in the sentences. The teacher explained why the students had to use the simple past tense when they wanted to write a recount text.

The teacher gave an exercise about the application of the simple past tense to the students. The teacher asks students to complete the text “*Travelling by Plane*” with the correct word form. He gave ten minutes for doing the exercise. The teacher and the researcher walked around the class for monitoring the students’ activity. After that, the teacher asked the students one by one to answer the questions in the exercise. After checking the students’ answers, he showed the conclusion of what kind of tense should be used in a recount text.

After discussing the language features of recount text, the teacher reviewed the whole material. He reviewed the purpose of the recount text, the parts or the generic structure of the text and the last was the language features of recount text.

The implementation of this session could run well. Some students asked the teacher by using Indonesian. Even though there were some students who did not pay attention to the teacher’s explanation, overall the process of teaching and

learning could run well. The students told that they understood teacher's explanation about a recount text.

Five minutes before the teacher and the researcher ended the class, the teacher asked the students about their difficulty related to the activity and the given material. Then, the teacher and the researcher ended the class.

b) Second Meeting

The second meeting was held on February 24th, 2012. The researcher acted as the teacher. The teacher started the class by greeting the students and checking the students' attendance for about five minutes. In this meeting, he reviewed the previous material.

After that, the teacher told the students that they would have a new activity called dictogloss. Before doing the dictogloss activity, the teacher and the collaborator distributed the answer sheets to the students. The text was about "*Going to Wedding Party*". In the standard procedures of dictogloss, learners should hear the dictation twice until three times at normal spoken speed but in this research the researcher read the text five times. It was appropriate with the condition of the students that have low ability in English lesson so the teacher decided to read the text five times. In the first step of the dictogloss, the students should listen to the text read for them. In this first step, the students only listened to the text, but in the second listening they should make notes about important words they heard. They seemed to be confused and needed to listen to the text again. The teacher read the text again. He read it at a normal spoken speed. He did the dictation five times. Then, the students took notes about the words they heard

in the available worksheet. The teacher and the collaborator monitored the students' activity in the reconstruction stage. The students still made many mistakes in spelling the important words. After that, the teacher asked the students to write their important words on the white board. Then, the teacher and the students discussed the words written on the white board. They discussed those spelling and punctuation. Then, they discussed the key words which must be included in their reconstruction text.

Before conducting the reconstruction stage, the teacher and the collaborator grouped the students into seven groups. However, the grouping process could not run well. There were some students who made a noise. It was time consuming. It seemed that some students were spending much time in positioning themselves in the determined groups. Then, the collaborator asked the students to be faster.

After that, the teacher told the students what they should do in the next step. He told them that they should reconstruct the text they heard. Some students seemed not giving their contribution in reconstructing the text. Although they work on groups but they should collect their text individually based on the ability. Then the bell had rung, the teacher and the collaborator collected the students' task and ended the lesson.

c) Third Meeting

The third meeting was held on February 25th, 2012. The researcher began the class by greeting the students and checking students' attendance. After that, the teacher gave the students their text that they had done in the last meeting.

Then, the teacher and the collaborator decided to ask some students to write their work on the white board. Then, some students wrote their work on the white board. Then, the teacher guided the students to correct their mistakes. After the analysis-correction was done, he distributed the original text to the students. They compared the original text and the students' reconstruction text.

The teacher and the collaborator took notes and observed the class activity. They also monitored students' activity and helped them when they got difficulties. This activity took about 70 minutes. In the last five minutes, the researcher and the collaborator collected the students' task and ended the lesson.

3. Reflection

After conducting the actions in Cycle I, the research team conducted a discussion to make some reflections. It was to fulfil the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observations and the interview guides to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related the implemented actions. The following were the results of the reflection:

Based on the observation done in Cycle I, the researcher and the collaborator did not get any difficulties to guide the students in learning the materials about a recount text. However in the second meeting, the students seemed to be crowded when they were grouped. It was time consuming. It seemed that the students were spending much time in positioning themselves in their groups. Besides, the students were still confused about the dictogloss activity. Then, in the third meeting, the analysis and correction stage, the students seemed

to have difficulty in correcting their friends' mistakes. The further reflection is presented below.

a) First Meeting

The first meeting was the activity where the teacher shared and taught the students about the purpose, the parts (generic structure) and language features of a recount text. The researcher and collaborator also assisted the students to be familiar with the simple past tense. It was useful for students to understand the text before doing the dictogloss activity. The students should have the knowledge of the recount text first to reconstruct the text in the dictogloss activity.

In the first meeting of Cycle I, the students could clearly understand the teacher's explanation about a recount text. This can be seen in the observation when the students identified the parts of a recount text. Most of them knew that recount texts should have orientation part (which explains the setting and introduces participants), the events (which tells what happened, in what sequence), and the last part is re-orientation. The re-orientation consists of optional-closure of events/ending. They also knew the purpose of a recount text when the teacher asked them.

Besides, the evidence also can be seen in the following interviews which were done by the researcher to the collaborator and the students. The following are some interview transcripts that show the students knowledge about a recount text.

R : “Bagaimana pendapat Bapak tentang pertemuan yang pertama?”
 (“What do you think about the first meeting sir?”)

- C : *“Menurut saya action yang pertama itu sudah berjalan dengan baik tapi masih bisa ditingkatkan untuk pertemuan berikutnya”*
 (“According to me, the first action was good but it could be improved in the next meeting”)
- R : *“Bagaimana menurut bapak, apakah materi pada cycle pertama sudah cukup baik?”*
 (“What is your opinion sir, Is the material in the first meeting good or not?”)
- C : *“Menurut saya materinya sudah cukup baik, sudah sesuai dengan silabus, ya itu tadi..hanya mungkin tampilanya itu perlu dibuat sedemikian rupa sehingga anak bisa termotivasi untuk mengikuti pembelajaran. Secara keseluruhan materinya sudah baik.”*
 (According to me, the material was good enough. It was appropriate with the syllabus. However, the appearance in teaching needs to be improved so that the students could be motivated to follow the lesson. Main point, the whole material was good.)
- R : *“Iya. Kemudian mengenai penjelasan tadi pak.. apakah kurang jelas atau gimana?”*
 (“Yes. Then, how about the explanation, sir? Is it clear or not?”)
- C : *“Sepertinya sudah. Sudah jelas. Ya seperti yang sudah saya jelaskan ke siswa. Tujuan dari teks narative itu yang pertama karena biasanya kalau di soal yang ditanyakan ya hanya itu. Selain itu mereka juga sudah pernah mendapatkan teks recount sebelumnya*
 (“I think it was already clear. It was clear. Yes, like what I had presented to the students. The purpose of a narrative text was the important thing because it was usually asked in questions. Besides, they have got recount text in my class before”)

(Interview, February 25th, 2012)

Based on the interview above, the collaborator said that the explanation of a recount was clear. Then, the interview transcripts with the students are presented below.

- T : *“Kemudian, apakah kalian paham dengan recount text yang dijelaskan kemarin? Contohnya text yang “Going to Weding Party” itu”.*
 (“Then, do you understand with the explanation of recount text yesterday? The example of the text is “Going to Wedding Party”.)
- S1 : *” Paham mas...”*
 (“Yes, I understand sir.”)
- S2 : *“Ya..mengerti mas soalnya sudah pernah diberikan pak Hadi sebelumnya”*

- (Yes, I understand sir, because it has been given by Mr. Hadi before")
- T* : "Ok,kalau untuk past tense, apakah ada kesulitan?"
("Ok, for the past tense, are there any difficulties?")
- S1* : "Ya.. sedikit paham, yang verb dua itu to mas?"
("Yes, not bad sir, it was the verb two, isn't it?")
- S2* : "paham"
("I understand")
- T* : "Apakah penjelasan kakak kemarin terlalu cepat?"
("Is my explanation too fast or not?")
- S1* : Ya mas, agak kecepatan tapi cukup paham.
- (“Yes sir, it is too fast but I understand”)
- S2* : Waktu menjelaskan past tense kecepatan kak.
("When explaining the past tense, it is too fast")

(Interview, February 25th, 2012)

- T* : "Tentang recount text apakah kalian paham? yang "Going to Wedding Party" itu?"
("Do you understand about recount text? The example of the text is "Going to Wedding Party"")
- S3* : "Paham"
("I understand")
- S4* : "Yang rawon,soto itu mas? Paham..paham.."
("It was rawon, soto, isn't it? I understand sir...")
- T* : "Kalau penjelasan tentang past tense?"
("Then, how about the explanation of past tense, Is it clear?")
- S3* : "Cukup paham"
("Not bad sir...")
- S4* : "Jelas"
("It is clear")

(Interview, February 25th, 2012)

Based on the interview transcripts above, it can be seen that the teacher's explanation about a recount text was clear. The students also knew the parts of a recount text.

b) Second Meeting

The second meeting was the activity where the researcher acted as a teacher and the English teacher as a collaborator. In this meeting, the researcher

focused on the implementation of the dictogloss. Besides, the researcher and collaborator focused on the students' first task to find students' writing problems and their difficulties in attending the writing lesson by using the dictogloss. After that, the students were asked to collect their task.

In the second meeting, the teacher and the collaborator monitored the students' activity in the reconstruction stage of dictogloss. The students still made many mistakes in spelling the important words. After that, the teacher asked the students to write their important words on the white board. Then, the teacher and the students discussed the words written on the white board. They discussed those spelling and punctuation. Then, they discussed the key words which must be included in their reconstruction text.

Before doing the reconstruction stage of dictogloss, the teacher applied group work in the class. The teacher asked the students to make seven groups. They were asked to count 1 up to 5. The students looked busy when the teacher asked them to make a group. The students seemed to be crowded when the grouping activity was done. It was time consuming. It seemed that the students were spending much time in positioning themselves in their groups. The evidence of that condition can be seen in the following interview.

R: *"Bagaimana menurut bapak mengenai aktifitas di pertemuan kedua?"*
 ("What do you think about the activity in this second meeting?")

C : *"Mereka ribut sendiri. kemudian dalam satu kelompok yang bekerja ya hanya anak tertentu saja. Ya begitu."*

("They are talking to each other before working in group. Yes, something like that. Then, there are only certain students who work in a group. Yes, something like that.")

C : *"Beberapa orang dipindah saja."*

("I think we need to move some students to other group.")

(Interview, March 2nd, 2012)

Based on the interview above, it can be concluded that the students were spending much time in positioning themselves in their groups. They did other activities, such as talking with their friends before doing the task. The students also did not give participation to the group work. It is because there were only certain students who contributed to the group work. Regarding to that reality, the researcher and the collaborator planned to move some students to other group in order to make the process of the reconstruction stage worked well.

c) Third Meeting

The third meeting was the analysis and correction stage. The researcher and the collaborator asked some students to write their work on the white board. The students and the researcher checked and compared those students' writings to the original text. This stage was useful for students to correct their friends' and their own mistakes.

In the third meeting, the researcher conducted analysis-correction stage of the dictogloss. The researcher and the collaborator asked some students to write their work on the white board. Then, the students and the researcher checked and compared those students' writings to the original text. In this meeting, just little students participate to write down their text on the white board. This evidence can be seen in the action and observation part of the third meeting.

After the researcher and the collaborator conducted Cycle I, there was only a little improvement on students' writing ability in terms of content, mechanics, language use and organization. The evidence is presented in the student's writing task below.

Work Sheet

Name : Siti K.
 Class : VIII D
 St Number : 8

Keyword in the "Going to Wedding Party" story:

| | |
|-------------------------------------|----------------------------|
| 1. <u>doneq</u> | 11. <u>lots</u> |
| 2. <u>wedding party</u> | 12. <u>dad's boss' son</u> |
| 3. <u>last night</u> | 13. <u>felt</u> |
| 4. <u>my family</u> | 14. <u>eg-15</u> |
| 5. <u>rawon</u> | 15. |
| 6. <u>sate madura</u> | 16. |
| 7. <u>traditional wedding party</u> | 17. |
| 8. <u>dawat ayu</u> | 18. |
| 9. <u>couple</u> | 19. |
| 10. <u>affixed</u> | 20. |

Task 1
 Reconstruct the "Going to Wedding Party" story by using your own words. You should use all the keyword listed above.

Going To Wedding Party

Last night, I and my family went to my dad's boss' son's wedding party. There were sate madura, rawon, and dawat ayu. I like the food particularly, sate madura.

The time showed eg-15. pm. finally, I and my family went home. I was tired, but I felt very & happy.

Figure 1: Student's Writing of Task 1

From the student's task above, it can be seen that there are many mistakes that are made by the student. In terms of content aspect, there are some keywords that have been included in the reconstructed-text but the story does not finish yet. Besides, the reconstructed-text almost matches to the purpose of the recount text, i.e. to retell the past event to the readers.

The mechanics is the next aspect that can be evaluated from the student's writing above. The student's writing task shows that there are still many mistakes in the use of capital or small letters, spellings and punctuation. Then in terms of language use, it can be seen that there are still many mistakes which are made by the student. There are some mistakes in agreement, tense, and articles. The same condition can also be seen in terms of organization: the student's writing is good enough, but the story does not complete. The dictated-text is shown below.

Going to a Wedding Party

Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my father's boss' son.

Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some *dawet ayu*. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really very happy.

Figure 2: Original Text of Task 1

Based on the reflection above, the researcher and the collaborator planned to conduct Cycle II to see students' improvement in writing after conducting the dictogloss activity again in the next cycle. There were several problems in the teaching and learning process in Cycle I. Some of which were the students had less attention on their writing and their participation in the group work in the dictogloss activity.

The Result of Cycle I

1. The successful action

- a. In the content aspect of writing, some students understood the components and the purpose of a recount text.
- b. In the organization aspect, some students were able to produce a paragraph.
- c. In the vocabulary aspect, some students were able to find some keywords which appropriate with the topic to reconstruct the text.
- d. In the language use aspect, some students were able to make sentences using the simple past tense
- e. In the mechanics aspect, some students were able to use appropriate conventions in the text.

2. The unsuccessful action

- a. The discussion of some groups did not run well because some of the students in those groups did not like the group.
- b. There were some students who dominated the group. They did the task by themselves rather than discussed with their group members.
- c. Some students still used inappropriate keywords to reconstruct the text.
- d. Some students still had difficulties in the use of simple past tense

Over all, there were some improvements on every indicator of students' active involvement. However, there were still many problems occurred in Cycle 1. Therefore, the researcher continued to the next cycle in order to solve the problems found in the cycle 1 and to improve the students' active involvement.

C. Report of Cycle II

The reflection of the previous cycle showed no great improvement of students' ability in terms of content, organization, vocabulary, language use, and mechanics. Dealing with those problems, the researcher and the collaborator arranged these three steps below.

1. Planning

Based on the reflections of Cycle 1, there would be some plans in Cycle 2. In planning the actions, the research members discussed together. In this section, the researcher defined the actions planned in Cycle 2. Overall, the planning for Cycle 2 were same as the planning in Cycle 1. However, there were some changes in some activities because in Cycle 1 these activities could not run well as what it had been planned. The researcher and the teacher planned to implement some actions in Cycle 2. The following presents the planning of Cycle II.

a) Fourth Meeting

- 1) presenting a material about a narrative text to the students with interesting media such as picture to help the students understood about the sequent of events in narrative text the and prezy display to present the material,
- 2) assisting the students to be familiar with the simple past tense as this tense was dominantly used to produce a narrative text,
- 3) re-grouping the students because there were some students, who were needed to be moved to other group,
- 4) giving detail explanations of the procedure of the dictogloss to the students,
- 5) asking the students to reconstruct the text in the second task,

- 6) providing students' answer sheet to do the second task,
- 7) observing and recording the teaching and learning process.
- 8) collecting students' Task 2.

b) Fifth Meeting

- 1) distributing students' second tasks because the analysis and correction stage of the dictogloss was not done yet,
- 2) conducting the analysis and correction stage of the dictogloss,
- 3) asking the students to write their work on the white board,
- 4) giving a chance to the students to ask questions if they got difficulties.

c) Sixth Meeting

- 1) giving detail explanations of the procedure of the dictogloss to the students,
- 2) asking the students to reconstruct the text in the third task,
- 3) providing students' answer sheet to do the third task,
- 4) explaining the assessment criteria to the students,
- 5) explaining the difficult vocabulary that the students would face in the Snow White story,
- 6) asking some students to write their work on the white board,

2. Action and Observation

The action of Cycle II was conducted in three meetings (fourth meeting, fifth meeting, and sixth meeting). The detail actions are presented below.

a) Fourth Meeting

The fourth meeting was held on March 1st, 2012. The researcher began the class by greeting the students and checking students' attendance. Then, the first

meeting of the cycle II was the activity where the teacher shared and taught the students about the purpose, the parts (generic structure) and language features of a narrative text. The researcher and collaborator also assisted the students to be familiar with the simple past tense.

After that, the researcher re-grouped the students based on the students' achievements in English lesson. The collaborator helped the researcher to make new groups. The researcher made a list of the groups at home so it was not wasting time when the researcher making the groups. There were some students who were moved to other groups. Then, he started to explain the detail stages in the dictogloss activity.

Then, the reseacher started to conduct the dictogloss activity. The given story in this third meeting was Cinderella. The researcher started the dictogloss activity by reading the text first. As in the previous meeting, the students only listened to the text and tried to understand what the text told about. Then, in the second reading, the students started to take notes of important words that might help them in reconstructing the text. The researcher read the text again until four times. It was because the students needed to listen to the text more than twice. Besides, it was done to make them understand more about the content of the text.

After that, the researcher guided the students to check their spelling in writing the important words. He told the students that they could use their notes about important words in their reconstructed-text even though other students did not use the words.

The researcher and the collaborator asked the students to reconstruct the text in the second task. Students wrote their writing on the paper provided by the teacher. Then, the students started to reconstruct the text in groups.

There were many differences of students' activities in this meeting compared to students' activities in the previous meeting. In this meeting, the students seemed to be more focused on the teaching-learning process than the previous meeting. They seemed to be more understood about the procedure of the dictogloss. They also seemed to be more active in giving their contribution to the group discussion. Students who were inactive in the previous meeting seemed to be active in this meeting. It was because the collaborator told them that their participation is marked. In the last five minutes, the researcher and the collaborator collected students' second task and informed them that they would have the analysis and correction stage in the fourth meeting. The researcher and the collaborator ended the lesson.

b) Fifth meeting

The fifth meeting was held on March 2nd, 2012. In this meeting, the researcher started the class by greeting the students and checking students' attendance. The researcher then asked their difficulties in reconstructing the text in the previous meeting. Then, the researcher and the collaborator distributed students' second task because the analysis-correction stage was not done yet in the previous meeting. After that, he asked the representatives of the groups to write their writing on the white board. There were seven group representatives because the students were grouped into seven groups. In the first turn, there were

three students who came up to write their second task on the white board. In the second turn, there were three students and the last two students were in the last turn. Every student who came up to write their writing on the white board was the representative of their group.

In the analysis and correction stage, the students seemed to be very active. They seemed to be active in the activity. In the beginning of this stage, they did not know about the mistakes of their friends writing. However, after a moment, they knew their friends' mistakes in terms of punctuation, grammar and spelling. They came forward to correct their friends' mistakes.

Then, in the second turn of the analysis and correction stage, students directly came in front of the class to correct their friends' mistakes. The researcher and the collaborator also monitored students' activity and helped them in correcting their mistakes. After that, they distributed the copies of the original text to the students. They gave a chance to the students to ask questions if they got difficulties. The researcher, the students and the collaborator compared the original text and the students' writings. In the last five minutes, the analysis-correction stage finished. The researcher and the collaborator ended the class.

c) Sixth meeting

This meeting was the last meeting of Cycle II which was held on march 3rd, 2012. In this sixth meeting, the researcher began the class by greeting and checking students' attendance. He and the collaborator conducted this last meeting to check whether the use of the dictogloss technique improved students' writing ability or not. Then, the researcher asked the students about their

difficulties in reconstructing a narrative text in the previous meetings. After that, the researcher explained the assessment criteria to the students. The students seemed to be worried. However, he told them if they did their work well they would get a good mark.

After that, the researcher explained the difficult vocabulary that the students would find in the Snow White story. The students seemed to be happy. Then, he asked the students to write their third task on the paper provided by him. The researcher began the procedure of the dictogloss technique. The story of that day was Snow White. Students were interested in reconstructing that text.

The class activity during the process of the dictogloss was better than before. The dictation stage ran quickly. The researcher did the dictation twice. After that, he guided the students in checking their notes about the important words. Then, the students started to reconstruct the text in groups. They seemed to be very active in giving their contribution to the group work. Then, in the reconstruction stage, the researcher and the collaborator asked some students to write their work on the white board. The students and the researcher checked and compared those students' writings to the original text. The analysis-correction stage worked well. The researcher and the collaborator ended the class.

3. Reflection

The English teacher and the researcher did the final reflection after all actions had been implemented in the six meetings. Several problems appearing in Cycle II were discussed with the English teacher and the collaborators. The democratic validity and the dialogic validity were applied in the above

involvement. The result of the reflection was gained from the observation and the interviews done after each meeting finished. It is described as follows:

a) Fourth Meeting

In the fourth meeting, the researcher started to conduct the dictogloss activity. The given story in this third meeting was Cinderella. The researcher started the dictogloss activity by reading the text first. As in the previous meeting, the students only listened to the text and tried to understand what the text told about. Then, in the second reading, the students started to take notes of important words that might help them in reconstructing the text. This activity was called reconstruction stages of dictogloss. This activity could motivate the students to make their own text and it could provide a chance for learners to use their grammatical knowledge to reconstruct the dictated-text. It also supported learners to find out what they do and do not know about English which is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

In this cycle, the researcher did not find significant problems. Students' mistakes in punctuation, spelling, grammar, and content aspect decreased. The improvement can also be seen in terms of language use, especially the use of the simple past tense. In terms of the participation, the students' participation was increased. Their contribution to the success of their group work was good. They seemed to be more cooperative with others.

Based on the observation in Cycle II, students' writing ability improved. Further discussion of Cycle II is presented below.

In the first meeting of Cycle II, the researcher and the collaborator moved some students to the new groups. It is done in order to make the process of the dictogloss could be better. Besides, he also explained the stages of the dictogloss because some students still confused about it in the previous meeting.

Based on the observation done in the first meeting of Cycle II, the students could understand the stages in the dictogloss technique. In the action and observation part of third meeting, it can be seen that the process of the dictogloss could run well. The evidence also can be shown in the interview transcript below.

- R : *“Apakah kalian sudah paham dengan langkah-langkah dalam dictogloss?”*
 (“Have you understood about the steps in the dictogloss?”)
- S1 : *“Paham. Soalnya kegiatannya kan sama dengan minggu kemarin.”*
 (“Yes, because the activity is the same as the activity in the previous meeting.”)
- S2 : *“Understand, soalnya cara-caranya kan sama dengan pertemuan minggu kemarin kan?”*
 (“Yes, because the steps are the same as the steps in the previous meeting, right?”)

(Interview, March 2nd, 2012)

b) Fifth Meeting

In the second meeting of Cycle II, the researcher and the collaborator conducted the analysis-correction stage of the dictogloss. it aimed to upgrade and refine the learners’ use of the language through a comprehensive analysis of language options in the correction of the learners’ approximate texts.

In this meeting, the students become more active. This evidence can be seen in the action and observation part of the fourth meeting. Other evidence can also be concluded from the interview transcript below.

- R : *"Nggih pak, kemudian setelah tahap rekontruksi atau pengembangan karangan, ada tahap analisis dan koreksi pak. Jadi mereka menulis di papan tulis kemudian membandingkan dengan teks asli, dan mengoreksi kesalahannya temanya, apakah hal ini mempunyai kontribusi terhadap kemampuan menulis siswa itu sendiri?"*
 ("Then, after the reconstruction stage, there were correction and analysis stages. So, they wrote in the white board then it was compared with the original text. They check their friends' mistakes. Does it have contribution to the students' writing ability?")
- C : *"Iya...karena disini mereka itu belajar dari temannya, belajar dari kesalahan temannya. saling mengoreksi pekerjaanya, saling belajar dan lain sebagainya, jadi bagus belajar kan tidak harus dari gurunya tapi bisa dari teman dengan cara saling mengoreksi teman."*
 ("Yes...of course, because they can learn from their friends mistakes and they can check each others. So, it's good. Learning should not only from the teacher but also friends. They can correct each other.")

(Interview, March 2nd, 2012)

The improvement of the students' writing ability can be seen in the student's tasks below. The following tasks are the examples of student's writing in the second and third task.

Work Sheet

Name : Siti. K
 Class : VIII D
 St Number : 8

Keyword in the "Cinderella" story:

| | |
|---------------------|-------------------|
| 1. Lived | 11. Go married |
| 2. Step sister | 12. Lived happily |
| 3. Step mother | 13. Glass shoes |
| 4. Invited | 14. Traveled |
| 5. Sad | 15. |
| 6. Fairy God Mother | 16. |
| 7. Helped | 17. |
| 8. Left | 18. |
| 9. Prince | 19. |
| 10. Went home | 20. |

Task 2

Reconstruct the "Cinderella" story by using your own words. You should use all the keyword listed above.

Cinderella

On day, there was a beautiful girl whose name cinderella. She lived with her stepmother and step sister. She was a poor girl.

One day there was a party at the palace. She was sad because her stepmother and step sister not permit her.

Suddenly an angel come and helped her. And the angel gave glass shoes and beautiful dress to cinderella. She was very happy but the angel gave her regulation to went home at 12.00 o'clock. cinderella went to party.

After came to the princess party. The princess fell in love with her and the prince asked cinderella to dance together. Time went out 12.00 o'clock, cinderella with fast ran to went home the prince found cinderella and they got married.

Figure 3: Student's Writing of Task 2

From the student's second task above, it can be seen that the student still made some mistakes. In terms of content aspect, the keywords have been included in the reconstructed-text. Besides, the reconstructed-text is also relevant to the dictated-text.

The mechanics is the next aspect that can be evaluated from the student's writing above. The student's writing task shows that there are still many mistakes in the use of punctuation. Then in term of language use, it can be seen that there are some mistakes which are made by the student. There are some mistakes in agreement, tense and articles. The organization aspect of the student's writing is improved. The dictated-text of the second task is shown below.

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock strokes twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella. They got married and lived happily ever after.

Figure 4: **Original Text of Task 2**

d) Sixth Meeting

The third task is the last task which is given to the students by conducting the dictogloss technique. This task is given to check whether or not the students' writing ability be improved through the use of the dictogloss technique. That task is presented below.

Work Sheet

Name : Siti . K
 Class : VIII D
 St Number : 8

Keyword in the "Snow White" story:

| | |
|-----------------|----------------|
| 1. Princess | 11. Revived |
| 2. Prince | 12. Happily |
| 3. The Queen | 13. Ever After |
| 4. Step mother | 14. Apple |
| 5. Jealous | 15. Kiss |
| 6. Escaped | 16. |
| 7. Witch Dwarfs | 17. |
| 8. Witch | 18. |
| 9. Realize | 19. |
| 10. Poisoned | 20. |

Task 3
 Reconstruct the "Snow White" story by using your own words. You should use all the keyword listed above.

Snow White

long ago, there lived a beautiful girl called snow white. She lived with her step mother. Her step mother always battered her. Her step mother was a Queen.

Then, snow white escaped into a forest and made friends with seven dwarfs. After into a forest with seven dwarfs, the seven dwarfs invited snow white to want ~~there~~ their home.

After, arrived at the house, suddenly the Queen turned into a witch and gave her an apple. And suddenly snow white ate the apple and snow white did not realized. And then the witch escaped.

The seven dwarfs didn't know how it could be suddenly. Come the Prince. The prince gave a kiss to snow white and finally snow white is realized. And finally, they lived together happily ever after.

Figure 5: Student's Writing of Task 3

From the student's third task above, it can be seen that there are some improvements on the student's writing ability. In term of content aspect, the keywords have been included in the reconstructed-text. Besides, the reconstructed-text is also relevant to the dictated-text.

The mechanics is the next aspect that can be evaluated from the student's writing above. The student's writing task shows that there are still some mistakes in the use of punctuation; the student's writing is better than in the two previous tasks. Then in term of language use, it can be seen that the student's language use was improved although there are still some mistakes which are made by the student. However, their language use is better than in the previous task. Then in term of organization aspect, the student's writing was improved. The original text of the third task is shown below.

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The Queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

Figure 6: **Original Text of Task 3**

The other evidences of that improvement are also supported by the collaborator's statements in the process of interview. The interview transcripts are presented below.

The first improvement is in term of content. The improvement of this aspect is clearly seen. It can be compared from the first task to third task. This conclusion is also supported by the interview transcript below.

R: *"Bagaimana menurut pendapat bapak tentang perkembangan isi dr hasil tulisan anak- anak?"*

(*"What do you think about the content of the students' writing sir?"*)

C: *"Sejauh ini mereka sudah bisa menuliskan hal-hal pokok tentang isi ceritanya. Jadi ya bagus, lagipula mereka familiar dengan teksnya dan mereka juga senang dapat itu. Jadi ya sejauh ini menurut saya tidak masalah."*

(*"So far, they already could write the content of the story. So, that is good, moreover they are familiar with the dictated-text. They also love to get that text. So, I think so far, so good."*)

(Interview, March 5th, 2012)

The next improvement can be seen in term of mechanics aspect. The students' ability in using punctuation is increased. Some students become very careful in terms of punctuation and spellings. It is also supported by the interview transcript below.

R: *"Kemudian kalau mengenai punctuation pak?"*

(*"Then, How about the punctuation, sir?"*)

C: *"Beberapa anak menjadi sangat teliti, tapi ya masih ada yang belum. Terutama yang belum itu tanda bacanya, kalau huruf besar, huruf kecilnya sudah. Tapi tanda bacanya, ada yang sudah sadar, tapi asal meletakkannya. Misalnya: "After she arrived at the house.." Itu seharusnya koma setelah kata house, tapi koma diletakkan setelah after. Ya seperti itu."*

(*"Some students become very careful in term of punctuation, but some of them are still careless. The lack is especially in term of punctuation. However, they show great in term of capitalization. In term of punctuation there are some students who become aware though they*

put it in the wrong part. For example, “After she arrived at the house....” The correct comma is put after the word house, but the comma is put after the word after. Yes, something like that.”)

R: *“Nggih. Kemudian mengenai spellingnya, pak?”*
 (“Ok, then how about the spelling, sir?”)

C: *“Spellingnya, hanya beberapa anak yang kurang Tapi kurangnya itu karena kecerobohan, maksudnya kurang teliti begitu. Misalnya nulis “suddenly”, d nya hanya satu.”*

(“There are only some students who show uncorrect in term of spelling. it because of their carelessness; I mean they do less careful attention on their spelling. For example, they write the word suddenly only with one letter d”)

(Interview, March 5th, 2012)

The third improvement can be seen in term of language use aspect. The improvement of this aspect is clearly seen. It can be compared from the first task to third task. That statement can be supported by the interview transcript below.

R: *“Bagaimana pendapat bapak mengenai Task kemarin?”*
 (“What is your opinion about the last task in the last meeting?”)

C: *“Task terakhir itu terlihat meningkat dan berkembang jika dibandingkan dengan task yang pertama. Yang pertama, task nya banyak yang belum jadi. Kemudian yang task kedua, sudah ada peningkatan.”*

(The last task shows a clear increase and improves if it is compared with the task before. The first tasks, many students did not finish it. Then for the second task there was some improvement ”)

(Interview, March 5th, 2012)

The next aspect that increased is the organization aspect. It is supported by the interview transcript below.

R: *“Bagaimana pendapat bapak mengenai organisasinya?”*
 (“What is your opinion about the organization sir?”)

C: *“organisasinya sudah cukup baik, karena mungkin sudah diajarkan berkali-kali.”*

(“The organization is quite good because they have taught many times.”)

(Interview, March 5th, 2012)

In conclusion, the students' writing ability can be improved by using the dictogloss technique. This statement is also supported by the interview transcript below.

R: *“Terahir pak, Jadi apakah tehnik dictogloss ini bisa digunakan untuk meningkatkan kemampuan menulis siswa ?”*

(“Does dictogloss technique improved students writing skill?”)

C: *“menurut pengalaman dan pengamatan saya selama penelitian kemarin dapat saya simpulkan kalau dictogloss ini dapat membantu meningkatkan kemampuan menulis siswa”*

(“Based on my experience and observation during the research, I can conclude that dictogloss technique can improve students writing ability.”)

(Interview, March 5th, 2012)

The Result of Cycle II

1. The successful actions

- a. In the content aspect of writing, students understood the components and the purpose of a narrative text.
- c. In the organization aspect, students were able to produce a well-organized text.
- c. In the vocabulary aspect, students were able to use some keywords which appropriate with the topic to reconstruct the text.
- d. In the language use aspect, students were able to make sentences using the simple past tense.
- e. In the mechanics aspect, students knew the correct conventions in the text during the research.

2. The unsuccessful actions

- a. The discussion of some groups did not run well because some of the students in those groups did not like the group.

- b. There were some students who dominated the group. They did the task by themselves rather than discussed with their group members.
- c. Some students still used inappropriate keywords to reconstruct the text.
- d. Some students still had difficulties in the use of simple past tense

3. The additional findings

- a. The use of the dictogloss technique made the students more enthusiastic in correcting their mistakes because they felt curious to know the correct form of their mistakes.
- b. The use of the dictogloss technique motivated students to write because they worked in groups in reconstructing the text so that they can share with others.

D. General Findings

The result of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents students' writing scores in 1st, 2nd and 3rd tasks. The following are the findings that the researcher obtained in a series of the use of the dictogloss:

1. Summary of Cycle I and Cycle II

The result of this research is summarized in the table below.

Table 4: **Research Result**

| Aspects | Cycle I | Cycle II | |
|----------------|--|--|--|
| | Task 1 | Task 2 | Task 3 |
| Content | The students did not understand certain components, the purpose and the language features of a recount text. | Some students understood about the components and the purpose of a narrative text. | All students understood the components, the purpose and the language features of a narrative text. |

(Continued)

(Continued)

| Aspects | Cycle I | Cycle II | |
|---------------------|--|--|---|
| | Task 1 | Task 2 | Task 3 |
| | | | They also had better understanding of the process of how to write a narrative text by using the dictogloss technique. |
| Organization | Only few students were able to produce a paragraph. | Some students were able to produce a text in an appropriate organization. | All students were able to produce a well-organized text. |
| Vocabulary | The students had difficulties in finding and using appropriate keywords to reconstruct the text. | Some students were able to find and use the appropriate keywords but others still used inappropriate keywords to reconstruct the text. | All students were able to find and use the appropriate keywords. |
| Language use | The students had difficulties in using the simple past tense. | Some students were able to make sentences by using the simple past tense. | All students were able to make sentences by using the simple past tense. |
| Mechanics | The students made many mistakes in their spelling, punctuation and capitalization (convention). | Some students were able to use appropriate mechanics. | All students were able to use appropriate mechanics or convention. |

2. Students' Score

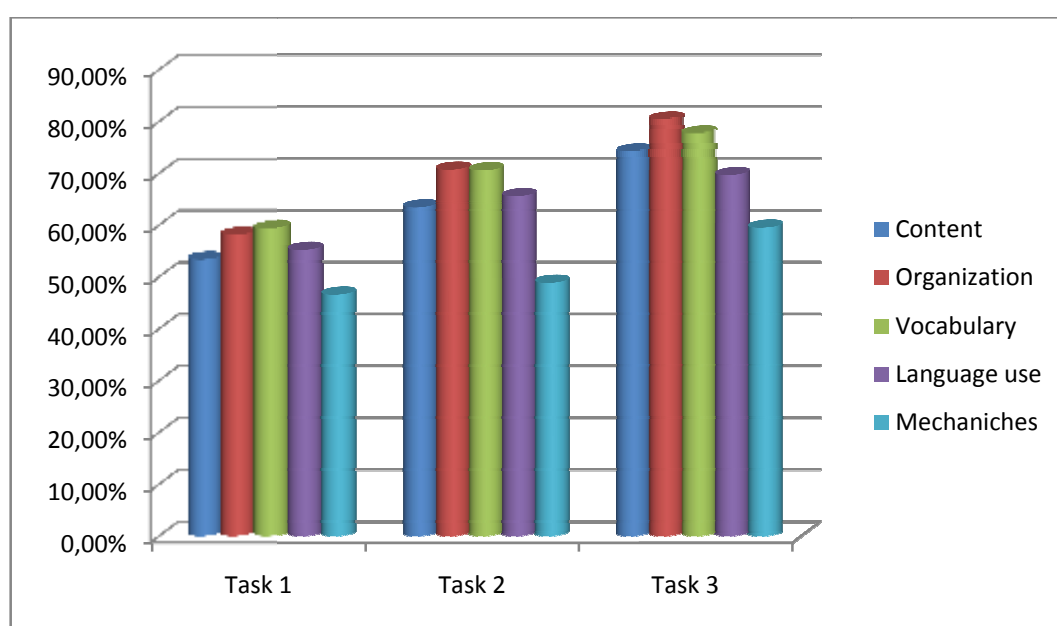
In this part, the researcher discusses the result of students' score as performed in Task 1, Task 2 and Task 3. The discussion is related to the students' mean score in five aspects, i.e. content, organization, vocabulary, language use, and mechanics. Each table presents the mean score of each aspect as displayed in the table below.

Table 5: Mean Scores of the Five Aspects

| Aspects | Mean Scores | | |
|---------------------|-------------|--------|--------|
| | Task 1 | Task 2 | Task 3 |
| Content | 16.03 | 19.16 | 22.23 |
| Organization | 11.63 | 14.12 | 16.05 |
| Vocabulary | 11.87 | 14.09 | 15.5 |
| Language use | 11.03 | 13.09 | 13.91 |
| Mechanics | 4.65 | 4.88 | 5.94 |

In reference to the table above, the students' ability in four aspects of writing improved after the dictogloss technique was applied. Students' gain score from in the content aspect is 6.20; in the organization aspect, the gain score is 4.42; then, in the vocabulary aspect, the gain score is 3.36; in the language use aspect, the gain score improves 2.87 and in the mechanics aspect also improve. The students' gain score in the mechanics aspect is 1.29. The results of the students mean scores of five aspects can be seen in the following charts.

3. The Chart of Students' Writing Score



CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusion, implication and suggestion. The explanation of each point is presented below.

A. Conclusions

In reference to the data analysis in this research, the use of the dictogloss technique is believed to be effective to improve students' writing ability. To support this result, there are two kinds of data presented in this research. They are qualitative data and quantitative data. The researcher obtained the results as follows.

1. The students can improve their writing ability including five indicators, namely content, organization, vocabulary, language use, and mechanics. The improvement of students' writing ability can be seen from the gain of students' writing scores of Task 1 to Task 3. Students' gain score in the content aspect is 6.20; in the organization aspect, the gain score is 4.42; then, in the vocabulary aspect, the gain score is 3.36; in the language use aspect, the gain score improves 2.87 and in the mechanics aspect also improve. The students' gain score in the mechanics aspect is 1.29.
2. The students can minimize their writing problems in five aspects of writing, which include content, organization, vocabulary, language use, and mechanics.

3. The analysis-correction stage of the dictogloss technique give an opportunity to the students to be able to identify and correct their mistakes in writing aspects.

B. Implications

From the findings some implication can be drawn as follows.

1. The use of the dictogloss technique could improve the students' writing ability.
It is because students are involved in the reconstruction stage and analysis-correction stage. It implies that the teacher needs to use the dictogloss.
2. The use of the dictogloss technique could improve the students' participation in the English teaching and learning process. It implies that the teacher needs to use this technique because it also can improve students' participation in the English teaching and learning process.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teachers and other researchers. The recommendations are presented below.

1. For the English teachers

It is essential for the teachers especially the English teachers in SMPN 3 Ngaglik to improve students' writing ability. The teachers need to use an appropriate technique to teach writing. It is very useful for them to use the dictogloss technique in teaching writing.

2. For other researchers

It is necessary to follow up this study in order to find more actions to improve students' writing ability. It is also possible for other researchers to conduct this study with other skills. Therefore, the other researchers who conduct similar research need to be well-prepared, so the research can run well.

REFERENCES

- Anderson, M. and Anderson, K. (2003). *Text Types in English. Second Edition*. South Yarra: Macmillan.
- Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching, Fifth Edition*. NY: Pearson Education.
- . (2001). *Teaching by Principles*. White Plains, New York: Longman.
- . (2000). *Principles of Language Learning and Teaching, Fourth Edition*. NY: Pearson Education.
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Carroll, Robert Todd. (1990). *Success Guide – Writing Skills*. <http://www.skepdic.com>
- Graham, Stave. And Perlin, Dorores. (2007). *Writing Next*. New York: Carnegie Corporation.
- Harmer, Jeremy. (2004). *How to Teach Writing*. Harlow: Longman.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Harlow: Longman.
- Jacobs, G. and Small, J. Combining Dictogloss and Cooperative Learning to Promote Language Learning. *The Reading Matrix* Volume 3. No.1, April 2003.
- Richards, J.C. and Renandya, W.A. (Ed.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, Jack.C and Rodgers, Theodore. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Wajnryb, Ruth. (1995). *Grammar Dictation*. Oxford: Oxford University Press.
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 214a/UN.34.12/PP/II/2012
Lampiran : --
Hal : **Permohonan Izin Penelitian**

3 Februari 2012

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta

c.q. Kepala Biro Administrasi Pembangunan

Sekretariat Daerah Propinsi DIY

Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survei/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Writing Ability by Using Dictogloss Tehnique at Grade VIII of SMP Negeri 3 Ngaglik in the Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : ODIE YUDHA HERLANGGA
NIM : 07202244043
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – Maret 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 2138/H.34.12/PP/IX/2011
Lampiran : --
Hal : **Permohonan Izin Observasi**

31 Oktober 2011

Kepada Yth.

Kepala Sekolah
SMP N 3 Ngaglik
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Writing Ability by Using Dictogloss Technique

Mahasiswa dimaksud adalah :

Nama : OGIE YUDHA HERLANGGA
NIM : 07202244043
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Bulan November 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(**BAPPEDA**)

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda / 0276 / 2012

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari a.n. Dekan, Wakil Dekan I Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta. Nomor: 214a/UN.34.12/PP/II/2012. Tanggal: 03 Februari 2012. Hal: Permohonan Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : **OGIE YUDHA HERLANGGA**
No. Mhs/NIM/NIP/NIK : 07202244043
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UNY
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Minomartani, Ngaglik, Sleman, Yogyakarta
No. Telp/HP : 085643170249
Untuk : Mengadakan Penelitian dengan judul:
**"IMPROVING STUDENTS' WRITING ABILITY BY USING
DICTOGLOSS TECHNIQUE AT GRADE VIII OF SMP NEGERI 3
NGAGLIK IN THE ACADEMIC YEAR OF 2011/2012"**
Lokasi : Kab. Sleman
Waktu : Selama 3 (tiga) bulan mulai tanggal: 06 Februari 2012 s/d
06 Mei 2012

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman Ka. Bid.
4. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Ngaglik
6. Ka. SMP N 3 Ngaglik
7. Dekan Fak. Bahasa dan Seni – UNY .
8. Pertinggal

Dikeluarkan di : Sleman

Pada Tanggal : 06 Februari 2012

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bid. Pengendalian & Evaluasi
u.b.

Ka. Sub Bid. Litbang

Sri Nurhidayah, S.Si, MT

Penata Tk. I, III/d

NIP. 19670703 199603 2 002



PEMERINTAH KABUPATEN SLEMAN
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemanKab.go.id

**SURAT PERNYATAAN BERSEDIA MENYERAHKAN
HASIL - HASIL SURVEY/PENELITIAN/PKL
NO. : 070/ 0276**

Kami yang bertanda tangan dibawah ini saya :

1. Nama : Ogie Yudha Herlangga
2. No. Mahasiswa/NIP/NIM : 07202244043
3. Tingkat (D1, D2, S1, S2, S3) : S1
4. Universitas/Akademi : Universitas Negeri Yogyakarta
5. Dosen Pembimbing : Drs. Jamilah M.Pd
6. Alamat Rumah Peneliti : Minomartani, Ngaglik Sleman
Yogyakarta
7. No. Telp/ HP : 085643.170244
8. Tempat Lokasi Penelitian/ Survey : SMPN 3 Ngaglik

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil PKL/ Research/ Penelitian/
pencarian data tentang/judul :

Improving Students' Writing Ability by Using Dictogloss
Technique at Grade VII of SMPN 3 Ngaglik in the Academic
Year of 2011/2012

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari

Pernyataan perijinan Research/Penelitian/PKL yang kami lakukan dalam
Wilayah Kabupaten Sleman DIY.



Sleman, 6 Februari 2012.

Yang menyatakan

Ogie Yudha Herlangga

(Nama Terang)

Field note 1**Hari/ tanggal : Rabu, 1 Februari 2012****Jam : 09.00 - 10.00 WIB****Tempat : Ruang Kepala Sekolah****Kegiatan : Perijinan**

Hari Rabu tanggal 1 February 2012 adalah kali pertama peneliti datang ke sekolah. Sampai di sekolah, peneliti disambut oleh Kepala Sekolah, Ibu Margini, M.Pd. Sebelumnya peneliti telah menyatakan kepada Kepala Sekolah perihal maksud kedatangannya, yaitu meminta izin melakukan penelitian dan beliau sangat senang untuk membantu. Peneliti mengutarakan maksudnya untuk melakukan penelitian tindakan kelas di SMP N 3 Ngaglik. Kemudian peneliti memberikan surat ijin penelitian dari BAPEDA kepada Kepala Sekolah. Kepala Sekolah mengizinkan peneliti untuk melakukan penelitian di SMP N 3 Ngaglik. Sebelumnya peneliti telah lama mengutarakan maksud kepada guru Bahasa Inggris untuk mengadakan penelitian di SMP tersebut. Peneliti telah menyusun rencana bahwa hendak mengadakan observasi setelah mendapatkan izin dari Kepala Sekolah.

Kemudian, Kepala Sekolah menghubungi guru Bahasa Inggris senior, bapak Hadi Suparmo, M.Pd. Guru Bahasa Inggris datang ke ruang Kepala Sekolah dan menanyakan maksud peneliti. Peneliti menyampaikan maksudnya untuk mengadakan preliminary class observation di sekolah tersebut. Peneliti dan guru bahasa Inggris berdiskusi mengenai kelas yang akan dipakai. Peneliti dan guru Bahasa Inggris sepakat bahwa kelas yang akan dipakai adalah kelas VIII D,

karena menurut guru Bahasa Inggris di kelas tersebut merupakan kelas yang prestasi akademisnya paling rendah sehingga banyak masalah yang mungkin bisa dipecahkan selama penelitian, selain itu, karena kelas IX sudah mulai persiapan UAN. Peneliti kemudian mohon diri untuk pulang.

Field note 2

Hari/ tanggal : Jum'at, 3 Februari 2012

Jam : 09.10 – 10.30 WIB

Tempat : Ruang Wakil Kepala Sekolah, Ruang Kelas VIII D

Kegiatan : Observasi 1

Setelah mendapat perijinan dari Kepala Sekolah mengenai penelitian yang akan dilakukan, maka peneliti menemui guru Bahasa Inggris (yang selanjutnya akan disebut Kolaborator) di ruang Wakil Kepala Sekolah karena guru Bahasa Inggris merangkap sebagai Waka Kesiswaan. Kolaborator mengajak peneliti untuk melakukan preliminary class observation di kelas delapan.

Peneliti kemudian melaksanakan preliminary class observation. Jam 7.15 guru masuk ke kelas. Siswa belum siap. Masih ada siswa yang di luar kelas. Guru mempersiapkan diri tetapi siswa belum siap. Guru menunggu, kemudian guru meminta ketua kelas untuk memimpin doa. Siswa berdoa. Guru menyapa siswa/greeting. Guru memberikan vocabulary list. Kemudian minta siswa untuk mencari arti dari masing-masing kata tersebut. Guru memberi waktu untuk mengerjakan. Guru melihat kehadiran siswa. Setelah melaksanakan preliminary class observation, Peneliti mewawancarai guru yang bersangkutan dan siswa-siswa kelas VIII D mengenai kesulitan mereka dalam proses belajar mengajar

bahasa Inggris. Peneliti juga menanyakan keadaan sekolah tersebut kepada guru Bahasa Inggris dari jumlah gurunya, siswa-siswanya, prestasi yang pernah diraih, fasilitas-fasilitas yang dimiliki, dan karakteristik anak-anaknya. Kolaborator mengatakan bahwa siswa kelas VIII D memiliki kemampuan menulis yang masih rendah. Hal tersebut bisa dilihat dari kegiatan menulis siswa tadi. Mereka masih kurang dalam hal spelling, punctuation, capitalization, menyusun kalimat, dan sebagainya. Peneliti dan kolaborator kemudian berdiskusi dan sepakat untuk mengambil permasalahan yang berkaitan dengan kegiatan menulis. Peneliti pamit.

Field note 3

Hari/ tanggal : Senin, 6 Februari 2012

Jam : 09.00 - 09.30 WIB

Tempat : Ruang Wakil Kepala Sekolah

Kegiatan : Perencanaan

Peneliti menemui kolaborator di ruang Wakil Kepala Sekolah untuk mendiskusikan masalah-masalah yang ada di kelas VIII D. Peneliti dan kolaborator mendiskusikan masalah-masalah yang penting dan masalah yang memungkinkan untuk diselesaikan sesuai dengan waktu yang diberikan sekolah kepada peneliti. Selain itu peneliti juga mendiskusikan masalah akan diteliti dan teknik yang akan digunakan. Peneliti pamit pada kolaborator dan guru-guru yang berada di ruang tersebut.

Field note 4**Hari/ tanggal : Selasa, 7 Februari 2012****Jam : 12.00 - 12.30 WIB****Tempat : Ruang Wakil Kepala Sekolah****Kegiatan : Perencanaan**

Peneliti menemui kolaborator di ruang Wakil Kepala Sekolah. Peneliti dan kolaborator diskusi tentang proposal penelitian yang mencakup masalah yang akan diteliti dan teknik yang akan digunakan. Setelah cukup mengadakan diskusi dengan kolaborator, Peneliti kemudian pamit.

Field Note 5**Hari/ tanggal : Jum'at, 10 Februari 2012****Jam : 08.30 - 09.00 WIB****Tempat : Ruang TataUsaha****Kegiatan : Perencanaan**

Peneliti menemui kolaborator di ruang TU sebelah ruang Kepala Sekolah. Peneliti mendiskusikan RPP yang akan digunakan pada pertemuan pertama dengan kolaborator. peneliti kemudian mendiskusikan waktu untuk pertemuan pertama dengan kolaborator. Peneliti dan kolaborator sepakat bahwa pertemuan pertama akan dilaksanakan pada Kamis, 23 Februari 2012. Hal tersebut dilakukan karena minggu depan sekolah mengadakan UTS maka penelitian dilaksanakan pada minggu berikutnya yaitu pada tanggal 23 Februari 2012. Peneliti pamit kepada kolaborator dan kariyawan yang ada di ruang TU

Fieldnote 6**Hari/ tanggal : Kamis, 23 Februari 2012****Jam : 07.00 – 08.30 WIB****Tempat : Ruang kelas VIII D****Kegiatan : Implementasi 1**

Peneliti menemui kolaborator pukul 06.30. Kemudian peneliti dan kolaborator menuju ruang kelas VIII D pukul 07.00. Kolaborator masuk kelas terlebih dahulu. Peneliti menunggu di luar kelas VIII D. Kolaborator mengatakan kepada siswa VIII D bahwa hari itu akan ada mahasiswa dari UNY yang mengadakan penelitian di kelas mereka. Kolaborator mempersilakan peneliti untuk masuk dan memperkenalkan diri. Peneliti memperkenalkan diri dan menyampaikan maksud dan tujuan dia berada di sekolah tersebut khususnya di kelas VIII D.

Peneliti bertindak sebagai guru di pertemuan pertama ini. Guru kemudian memulai pelajaran hari itu dan menyampaikan materi tentang *recount text*. Guru membuka pelajaran, kemudian meminta salah satu siswa untuk memimpin doa dengan menggunakan Bahasa Inggris. Guru kemudian mengecek kehadiran siswa dengan memanggil siswa satu per satu. Kemudian guru memberikan pertanyaan kepada siswa yang berkaitan dengan pengalaman siswa, seperti “Where did you spend your last holiday?”. Kemudian guru memberikan contoh teks *recount* yang berjudul “My Holiday”. Kemudian guru meminta siswa untuk membaca teks tersebut. Guru dan siswa bersama-sama mendiskusikan isi dan arti dari teks tersebut. Guru menanyakan tentang jenis teks tersebut dan siswa pun menjawab bahwa teks itu adalah *recount*. Guru kemudian meminta siswa untuk

mengidentifikasi bagian-bagian dari teks yang diberikan. Namun sebelum itu, guru menjelaskan bagian-bagian dari teks *recount* dan meminta siswa untuk mempelajarinya. Guru melanjutkan penjelasan tentang karakteristik dari teks *recount* dan bertanya kepada siswa tentang *tense* yang digunakan dalam contoh teks dengan memberikan pertanyaan, “Can you tell me what tense is used in the text?” Beberapa siswa menjawab “Simple present tense” dan yang lain menjawab “Simple past tense”. Kemudian guru mengoreksi jawaban yang salah dengan cara menunjukkan sebuah kalimat dari teks yang diberikan. Secara garis besar, proses belajar mengajar pertemuan pertama ini dapat berlangsung dengan baik. Siswa mengerti mengenai *recount* teks. Guru menanyakan kesulitan siswa. Kemudian guru menutup pelajaran.

Fieldnote 7

Hari/ tanggal : Jum’at, 24 Februari 2012

Jam : 09.10 – 10.30 WIB

Tempat : Ruang Kelas VIII D

Kegiatan : Implementasi 2

Peneliti datang ke sekolah untuk melakukan persiapan. Peneliti menemui kolaborator di ruang Wakasek sambil berbincang-bincang dengan guru-guru yang ada di ruangan tersebut. Peneliti dan kolaborator menuju ruang kelas VIII D. Pada pertemuan ini, Peneliti bertindak sebagai guru, sebagai pelaksanaan dari hasil diskusi dengan kolaborator. Guru kemudian menyapa siswa, setelah itu memanggil siswa satu per satu untuk mengecek kehadiran. Guru kemudian mengulas kembali materi pada pertemuan yang lalu, yaitu tentang teks *recount*.

Guru kemudian mengatakan kepada siswa, bahwa pertemuan kali ini mereka akan melaksanakan aktifitas baru yaitu dictogloss. Guru menjelaskan mengenai tahapan dalam dictogloss. Sebelum memulai aktifitas *dictogloss*, Guru dan kolaborator memberikan lembar kerja kepada siswa. Pada tahap *dictation*, saat teks dibacakan pertama kali, siswa cukup mendengarkan dan untuk mencoba memahami isi dari cerita. Saat teks dibacakan untuk kedua kalinya, siswa diminta untuk menulis kata-kata kunci yang mereka anggap penting dari teks yang dibacakan. Siswa terlihat bingung dan perlu untuk mendengarkan teks beberapa kali. Teks dibacakan hingga empat kali. Sebelum tahap rekonstruksi dilaksanakan, kolaborator dan guru membagi siswa ke dalam tujuh kelompok. Akan tetapi, proses pengelompokkan siswa tak berjalan lancar. Mereka menghabiskan banyak waktu untuk menuju kelompok masing-masing. Kemudian kolaborator meminta siswa untuk lebih cepat. Siswa menuliskan kata-kata yang mereka anggap penting di lembar kerja yang sudah disediakan. guru meminta siswa untuk menuliskan kata-kata yang mereka anggap penting di papan tulis untuk dikoreksi ejaan dan penggunaan huruf kapitalnya. guru dan siswa berdiskusi mengenai kata-kata kunci mana saja yang harus disertakan dalam teks rekonstruksi mereka. Siswa kemudian melaksanakan tahap rekonstruksi. Mereka bekerja secara kelompok, akan tetapi banyak siswa yang terlihat tidak memberikan peran dalam kerja kelompok tersebut. Setelah waktu yang diberikan kepada siswa untuk merekonstruksi teks yang telah dibacakan habis, guru mengumpulkan pekerjaan siswa, guru menutup dan mengakhiri pelajaran.

Fieldnote 8**Hari/ tanggal : Sabtu, 25 Februari 2012****Jam : 11.20 - 12.40 WIB****Tempat : Ruang Kelas VIII D****Kegiatan : Implementasi 3**

Peneliti datang ke sekolah 30 menit lebih awal untuk melakukan persiapan. Peneliti menemui kolaborator di ruang Wakasek sambil berbincang-bincang dengan guru-guru yang ada di ruangan tersebut. Peneliti dan kolaborator menuju ruang kelas VIII D. Pada pertemuan ini, Peneliti bertindak sebagai guru, sebagai pelaksanaan dari hasil diskusi dengan kolaborator. Guru kemudian menyapa siswa, setelah itu memanggil siswa satu per satu untuk mengecek kehadiran. Guru kemudian mengulas kembali materi pada pertemuan yang lalu. Guru meneruskan tahapan *dictogloss* berikutnya yaitu tahap analisis dan koreksi. Kolaborator dan guru memutuskan untuk meminta beberapa siswa untuk menuliskan hasil pekerjaan kelompok mereka di papan tulis. guru memandu siswa untuk tahapan analisis dan koreksi. kolaborator juga memandu siswa dalam tahapan ini. Sebagian siswa masih malu-malu untuk menuliskan pekerjaan mereka di papan tulis tetapi dalam satu kelompok harus ada satu orang perwakilan untuk menulis kedepan. Mereka juga masih terlihat ragu untuk mengoreksi pekerjaan teman yang ada di papan tulis. Namun, setelah beberapa saat, mereka tahu kesalahan yang ditunjukkan pada pekerjaan teman mereka. Mereka langsung maju ke depan untuk membenarkan kesalahan pada pekerjaan teman mereka. Kemudian peneliti membandingkan hasil tulisan siswa dengan teks yang asli dan mengoreksi kesalahan-kesalahan siswa. Guru menutup pelajaran.

Fieldnote 9**Hari/ tanggal : Sabtu, 25 Februari 2012****Jam : 12.40 – 13.20 WIB****Tempat : Ruang Kelas VIII D/ Ruang Wakil Kepala Sekolah****Kegiatan : Wawancara**

Setelah melakukan *cycle* yang pertama, peneliti melakukan wawancara kepada beberapa siswa dan kolaborator. Pertama peneliti mewawancarai tujuh siswa yang merupakan perwakilan dari kelompok masing-masing. Peneliti mewawancarai siswa dua orang bergantian. Setelah selesai melakukan wawancara dengan siswa, peneliti menuju ruang Wakil Kepala Sekolah untuk menemui kolaborator. Setelah bertemu dengan kolaborator, peneliti mewawancarai beliau mengenai action yang dilakukan selama tiga kali pertemuan. Selain itu peneliti juga meminta petunjuk tentang hal-hal yang perlu di perbaiki di *cycle* 1 agar action di *cycle* 2 lebih baik. Setelah selesai mewawancarai peneliti pamit pulang.

Fieldnote 10**Hari/ tanggal : Kamis, 1 Maret 2012****Jam : 07.00 - 08.30 WIB****Tempat : Ruang Kelas VIII D****Kegiatan : Implementasi 4**

Peneliti datang ke sekolah untuk melakukan persiapan. Peneliti berperan sebagai guru dan guru Bahasa Inggris sebagai kolaborator. Guru memulai pelajaran dengan menyapa dan mengecek kehadiran siswa. Guru dan kolaborator memindahkan beberapa siswa ke kelompok lain untuk pemerataan. Setelah itu,

Guru menjelaskan tahapan dalam *dictogloss* lebih detail kepada siswa. Tahapan dalam dictogloss pun dilaksanakan pada pertemuan ini. Teks yang dipakai pada pertemuan kali ini adalah tentang Cinderella. Teks tersebut dibacakan hingga empat kali. Ada perbedaan yang sangat terlihat pada pertemuan kali ini jika dibandingkan dengan pertemuan yang lalu. Siswa terlihat lebih fokus dan mengerti tahapan dalam *dictogloss*. Peran mereka dalam kerja kelompok pun meningkat karena kolaborator mengatakan kepada mereka bahwa partisipasi akan dinilai. Mereka kemudian mengumpulkan Task 2. Guru menyampaikan kepada siswa bahwa tahap analisis dan koreksi akan dilaksanakan pada pertemuan mendatang karena waktu telah habis. Guru menutup pelajaran.

Fieldnote 11

Hari/ tanggal : Jum'at, 2 Maret 2012

Jam : 09.10 – 10.30 WIB

Tempat : Ruang Kelas VIII D

Kegiatan : Implementasi 5

Peneliti datang ke sekolah untuk melakukan persiapan. Guru memulai pelajaran dengan menyapa dan mengecek kehadiran siswa. Pada pertemuan ini, tahapan analisis dan koreksi dilaksanakan. Peneliti dan kolaborator membagikan lembar Task 2 milik siswa yang dikumpulkan pada pertemuan sebelumnya. Peneliti kemudian meminta wakil dari masing-masing kelompok untuk menuliskan hasil kerja mereka di papan tulis. Di kelas VIII D ini terdapat tujuh kelompok, sehingga pada giliran pertama dan kedua, masing-masing ada tiga

siswa yang menuliskan pekerjaan kelompok mereka di papan tulis. Selanjutnya pada giliran terakhir ada satu siswa yang menuliskan pekerjaan mereka di papan tulis. Pada tahap analisis dan koreksi ini siswa terlihat aktif dan antusias. Pada awalnya, mereka masih terlihat ragu untuk mengoreksi pekerjaan teman yang ada di papan tulis. Namun, setelah beberapa saat, mereka tahu kesalahan yang ditunjukkan pada pekerjaan teman mereka. Mereka langsung maju ke depan untuk membenarkan kesalahan pada pekerjaan teman mereka. Kolaborator dan Peneliti juga memandu dan membantu mereka pada tahap analisis dan koreksi ini. Setelah itu, Peneliti dan kolaborator membagikan teks asli kepada siswa. Siswa diajak untuk membandingkan teks tersebut dengan tulisan mereka. Peneliti menutup pelajaran. Pelajaran selesai.

Fieldnote 12

Hari/ tanggal : Jum'at, 2 Maret 2012

Jam : 10.30 – 11.00 WIB

Tempat : Ruang Kelas VIII D/ Ruang Wakil Kepala Sekolah

Kegiatan : Wawancara

Setelah pertemuan yang ke lima, peneliti melakukan wawancara lagi kepada beberapa siswa dan kolaborator. Pertama peneliti mewawancarai tujuh siswa yang merupakan perwakilan dari kelompok masing-masing. Peneliti mewawancarai siswa dua orang bergantian. Setelah selesai melakukan wawancara dengan siswa, peneliti menuju ruang Wakil Kepala Sekolah untuk menemui kolaborator. Setelah bertemu dengan kolaborator, peneliti mewawancarai beliau

mengenai action yang dilakukan selama tiga kali pertemuan. Setelah selesai mewawancarai kolaborator selam lebih kurang 30 menit, peneliti pamit pulang.

Fieldnote 13

Hari/ tanggal : Sabtu, 3 Maret 2012

Jam : 11.20 - 12. 40WIB

Tempat : Ruang Kelas VIII D

Kegiatan : Implementasi 6

Peneliti datang ke sekolah untuk melakukan persiapan. Peneliti menemui kolaborator di ruang Wakil Kepala Sekolah dan mendiskusikan hal-hal yang berkaitan dengan pertemuan terakhir itu. Kolaborator dan peneliti melaksanakan pertemuan terakhir ini untuk mengetahui apakah *dictogloss* mampu meningkatkan kemampuan menulis siswa. Kolaborator dan peneliti melaksanakan pertemuan terakhir ini untuk mengetahui apakah *dictogloss* mampu meningkatkan kemampuan menulis siswa. Setelah membuka pelajaran, peneliti menanyakan kepada siswa mengenai kesulitan mereka di pertemuan sebelumnya. peneliti menjelaskan kriteria penilaian kepada siswa. Siswa terlihat cemas, tetapi peneliti mengatakan jika mereka mengerjakan dengan baik maka nilai mereka pun akan baik. peneliti menyampaikan kata-kata sulit yang akan siswa jumpai dalam teks. peneliti dan siswa kemudian melaksanakan semua tahapan dalam *dictogloss*. Proses *dictogloss* berjalan dengan cepat. Siswa terlihat sangat aktif baik dalam kerja kelompok, maupun proses *dictogloss*. peneliti menutup pelajaran. Pelajaran usai.

Fieldnote 14**Hari/ tanggal : Senin, 5 Maret 2012****Jam : 09.00 - 11.30 WIB****Tempat : Ruang Wakil Kepala Sekolah****Kegiatan : Wawancara**

Peneliti ke sekolah untuk mewawancarai siswa dan kolaborator. Peneliti menuju ruang kelas VIII D untuk interview sebagian siswa. Setelah selesai interview siswa, Peneliti menuju ruang guru untuk interview kolaborador. Akan tetapi, kolaborator tidak berada di ruanganya. Ternyata kolaborator sedang ada tugas ke Diknas. Peneliti menunggu di ruang TU. Setelah hampir 1 jam, Peneliti akhirnya berhasil menemui kolaborator. Peneliti mewawancarai kolaborator. Setelah selesai interview, Peneliti mohon pamit.

INTERVIEW TRANSCRIPTS

A. Collaborator Interview Transcripts

1. First Interview (Cycle I)

R: Researcher, C: Collaborator, S: Student.

Date : February 25th, 2012

Time : 12.15

Place : Teachers' office

Respondent : English Teacher/Collaborator (Mr. Hadi Suparmo, M.Pd.)

R: "Nuwunsewu pak, minta waktunya sebentar untuk *interview* mengenai penelitian saya tadi."

C:" Iya...monggo, silahkan, kebetulan saya lagi kosong"

R: "Bagaimana prestasi siswa- siswa di kelas 8 D secara keseluruhan?"

C: "Ok, Kelas 8 D itu termasuk yang ringking terbawah, jadi diantara kelas A, B, C, D, kelas D merupakan kumpulan anak-anak yang memiliki prestasi belajar yang rendah dan motivasi belajar yang belum tinggi, yang perlu ditingkatkan dengan metode pembelajaran yang beragam dan teknik belajar yang bervariasi."

R:" Berarti kelas di sini bersifat homogen ya pak?"

C: "Iya, betul sekali"

R: “Kemudian pak, bagaimana proses pembelajaran bahasa inggris khususnya menulis?”

C:” Menulis itu adalah skill atau ketrampilan yang cukup sulit, ya...bagi kelas 8D sendiri masih memiliki kesulitan dalam menulis seperti teks *recount* itu kan memiliki *structure* sendiri seperti orientasi dan *series of events*. Sudah kami sampaikan berkali-kali ya..tapi sekali lagi siswa kelas 8D ini prestasinya tidak tinggi sehingga kita harus sabar, dan kadang-kadang target sesuai dengan waktu yang ditentukan agak bergeser.”

R: “Dengan aktivitas pembelajaran di kelas bagaimana pak?”

C: “Anak-anak itu di kelas 8D heterogen sekali, mungkin di menit-menit awal masih bisa berkonsentrasi tapi nanti bila kegiatan pembelajaran berjalan separo perjalanan konsentrasi mereka akan menurun dan tentu saja mungkin ada anak yang melakukan kegiatan diluar pembelajaran, ngajak bermain temannya, bermain HP, berjalan kesana kemari, memang anaknya memiliki energi yang berlebih.”

R : “Bagaimana pendapat bapak tentang pertemuan yang pertama?”

C : “Menurut saya action yang pertama itu sudah berjalan dengan baik tapi masih bisa ditingkatkan untuk pertemuan berikutnya”

R : “Bagaimana menurut bapak, apakah materi pada cycle pertama sudah cukup baik?”

C : “Menurut saya materinya sudah cukup baik, sudah sesuai dengan silabus, ya itu tadi..hanya mungkin tampilanya itu perlu dibuat sedemikian rupa sehingga

anak bisa termotivasi untuk mengikuti pembelajaran. Secara keseluruhan materinya sudah baik.”

R : “Iya. Kemudian mengenai penjelasan tadi pak.. apakah kurang jelas atau gimana?”

C : “Sepertinya sudah. Sudah jelas. Ya seperti yang sudah saya jelaskan ke siswa. Tujuan dari teks narative itu yang pertama karena biasanya kalau di soal yang ditanyakan ya hanya itu. Selain itu mereka juga sudah pernah mendapatkan teks recount sebelumnya

R : “Nggih pak.”

R: “Ini materi yang untuk *dictogloss* ga terlalu sulit kan pak?”

C: ”Tentang *Going to Wedding Party* ini kan?”

R: “Nggih.”

C: ”Sepertinya tidak. Ini..sepertinya tidak terlalu sulit.”

R: ”Kemudian mengenai siswa pak..tadi terlihat seperti biasanya atau bagaimana pak?”

C ”Tadi..em..em..beberapa anak ya lebih..seperti lebih cari perhatian. Iya. Seperti misalnya Siti tadi. Terlihat jelas sekali. Begitu.”

R: “Kemudian kalau yang putra pak?”

C: “Dari siswa yang putra, ya memang seperti itu. Yang aktif hanya beberapa anak saja.”

R: "Iya. Kemudian yang belakang itu pak. Saya lihat *blas* belum mengerjakan."

C: "Iya, pasif sekali mereka. Yang paling belakang. Jadi dari gurunya harus rajin muter terus. Jalan terus. Kita tidak bisa hanya berdiri di sini, di depan. Kemudian bagian belakang diabaikan. Itu tidak bisa."

R: "Berarti penguasaan kelas harus ditingkatkan?"

C: "Iya."

R: "Nggih. Kemudian kelas 8D kan ada 35 siswa nggih pak? kemarin dibuat kelompok ada 7 kelompok"

C: "Iya ada 7 kelompok yang terdiri dari lima orang."

R: "kemarin itu kan dikerjakan secara kelompok."

C: "Iya."

R: "Tapi setiap siswa nanti mengerjakan satu-satu."

C: "Iya..."

R: "Kalau diambil sampel (untuk dibandingkan dengan yang *original*) bagaimana pak?"

C: "Atau kalau biasanya kita melihat waktu juga. Jadi tidak semua kelompok. Jadi dilihat situasinya."

R: "Nggih. Karena pada akhirnya tetap dikumpulkan semua."

C: "Nggih."

R: “Iya pak. Tadi bagaimana menurut pendapat bapak mengenai aktifitas di pertemuan kedua tadi?”

C: “Ngomong. Cerita dulu. Seperti itu. Terus dalam satu kelompok yang bekerja ya hanya anak tertentu saja. Ya begitu.”

R: “Tapi kalau yang ini lumayan nggih pak, bekerja semua.”

C: “Iya lumayan karena yang kelompok ini tadi *average*, tidak ada yang terlalu pintar. Kalau yang di belakang sana karena agak-agak rendah semua ya jadinya agak kacau.”

R: “Ini tadi pak, yang kelompoknya Siti. Siti komplain. Berarti ini harus diganti nggih pak anggota kelompoknya?”

C: “Ya. Atau beberapa orang dipindah saja.”

R: “Nggih.”

C: “Ehm..sebentar. kalau ada yang pintar dua mungkin bisa dicopot satu. Oh ya, ada. Husna ini bisa dicopot satu. Husna atau Mega.”

R: “Nggih.”

C: “Dilepas satu terus mau masuk ke grup mana itu?”

R: “Nggih, di sini pak? (sambil menunjuk nama di daftar hadir siswa)

C: “Dimas, Yusni Endra dan Hilda. Hm, Dimas dan Hilda itu dua-duanya pendiam. Ya, ini Hilda atau Dimas dipindah salah satu.”

R: “Nggih.”

C: “Terus yang kelompok 1, 2, 3. Risky, Yola, Madon, dan ardi. Oh, antara Risky dan Yola. ini saja yang dipindah.

R: “Iya pak. Soalnya ini....”

C: “Iya ini ramai anaknya. Tapi jangan dengan Aulia supaya *ga* terlalu ramai.”

R: "Nggih."

C: "Mana ya?" (sambil mencari-cari kelompok yang pas)

R: "Kalau yang ini sudah pas pak?"

C: "Nggih, sudah pas. ardy itu sebenarnya kalau hanya mau serius aja, itu bisa. Ehm, Wahyu yang di sini saja."

R: "Nggih. E, tadi kok prosesnya seperti itu nggih pak?"

C: "Kalau kelompok memang seperti itu. Ya tidak apa-apa asalkan mereka mau bekerja ya ga masalah agak ramai. Kalau tidak mendesak sekali secara kelompok, saya lebih memilih seperti biasa."

R: "Oh, nggih."

R: "Kemudian kalau dibacakan teksnya, itu sebaiknya bagaimana nggih pak?"

C: "Iya, ini besok begini saja. Setelah dibacakan, mereka kemudian ditanya dulu tentang isinya. Jadi mereka tahu isinya. Tadi lumayan, *Snow White*, mereka lumayan tahu. Kan mereka sudah punya background knowledge tentang cerita itu. Ya."

R: "Oh, nggih. Berarti ini untuk pertemuan besok nggih pak?"

C: "Iya."

R: "Pertemuan besok berarti mengambil cerita yang mereka sudah *familiar*."

C: "Iya. "

R: "Kemudian siswa ditanya tentang isi cerita secara garis besar supaya mereka paham ceritanya."

R: "Berarti masih yang metode ini nggih pak. Yang *standard dictogloss*."

C: "Iya, nggih. Ini masih ditingkatkan."

R: “Nggih.”

C: “Ini dengan materi yang sama?”

R: “Sebaiknya diganti *mawon nggih* pak? Tadi kan sudah sampai tahap terakhir.”

C: “Iya, diganti saja boleh.”

R: “Nggih.”

C: “Diulang saja dengan format yang sama. Hanya materinya saja yang beda.”

R: “Nggih.”

C: “Ini saja tadi saya ketakutan sewaktu dibaca terus disuruh nulis.”

R: “Tapi tadi lumayan nggih pak?”

C: “Iya, lumayan. Tapi memang kalau *listening* itu, belum pernah sama sekali. Langsung dibacakan terus disuruh nulis kata kuncinya. Itu *blank* sama sekali. Mereka awalnya ga nulis apa-apa. Tidak ada ini, belum pernah (maksudnya teknik *dictogloss* belum pernah digunakan).”

R: “Biasanya kalau *listening* yang model ‘*fill in the blank*’ ya pak?”

C: “He’eh. Iya. Kalimat rumpang itu. Itu pun masih ada pilihannya. Seperti itu.”

R: “rencana, hari Senin lagi pak, nanti saya sms bapak tentang anggota kelompoknya atau bagaimana pak?”

C: “Ini saya bawa saja kemudian nanti tinggal diganti.” (sambil menunjuk pada daftar anggota kelompok)

R: “Nggih.”

C: “Tadi yang pindah cuma Risky dan damar kan?”

R: “Iya.”

C: “Berarti yang lain tetap.”

R: “Nggih. Berarti ini besok langsung teks saja ya pak, tidak perlu materi lagi?”

C: “Nggih, begitu saja. Karena tadi sudah *review*. Sudah. Kemudian anak-anak juga sudah bisa. Pertemuan besok kan berarti sudah ada bayangan.”

R: “Sudah seperti kemarin.”

C: “Iya, sudah bisa.”

R: “Terima kasih pak.”

C: “Sama-sama. Maaf anaknya seperti ini.”

R: “Iya pak. Lha ini *action research* beneran pak.”

C: “Iya, benar-benar. Apalagi kalau diberi kelas yang lain ya.”

R: “Nggih pak

R: “Kemudian, biasanya apa kesulitan siswa dalam melakukan kegiatan menulis?”

C: “Ya..anak itu hanya terpancang kepada goresan tinta yang pertama, kadang-kadang mereka itu berfikirnya masih Indonesia jadi seolah-olah menulis itu menerjemahkan pikiran mereka padahal menulis itu kan didalam pikiran harus sudah dalam bahasa Inggris terus baru ditulis.”

R: “Jadi begitu pak...”

C: ” Iya mereka itu terbalik, jadi mereka berfikir indonesia kemudian baru di rubah ke bahasa Inggris.”

R: “Diartikan *word by word* begitu ya pak?”

C: “Iya benar sekali...”

R: "Saya kira cukup pak untuk hari ini, terimakasih"

C: "Iya...sama-sama"

2. Second Interview (Cycle II)

R: Researcher, C: Collaborator, S: Student.

Date : March, 5th, 2012

Time : 12.15

Place : Teachers' office

Respondent : English Teacher/Collaborator (Mr. Hadi Suparmo, M.Pd.)

R: "Selamat siang. Boleh saya meminta waktu untuk interview?"

C: "Iya, boleh. Mari silakan duduk."

R: "Apa pendapat bapak tentang action yang kedua?"

C: "Ya..menurut saya action yang kedua saya rasa sudah lebih baik, karena sesuai saran saya di cycle yang pertama sudah di tindak lanjuti, dan terbukti anak itu sudah meningkat motivasi dan semuanya. Saya amati sudah mengikuti pelajaran dengan baik ya wajar lah... kalau satu dua anak itu tentu ada bertingkah laku di luar pelajaran itu suatu yang wajar di manapun bisa terjadi, tapi secara umum sudah meningkat lebih baik dari cycle yang pertama."

R: "kemudian, untuk penyampaian materi untuk cycle ke 2, apakah cukup baik?"

C: "Ya..untuk penyampain materipun juga meningkat pada cycle yang pertama medianya yang terbatas hanya gambar, kemudian sesuai dengan saran saya menggunakan tampilan-tampilan yang menarik, disini yaitu LCD, materinya di kemas menarik sedemikian rupa sehingga anak itu terarik"

R: "untuk tehnik yang saya gunakan yaitu dictogloss, bagaimana pendapat bapak?"

C: "bagus, ternyata anak itu bisa mengikuti kegiatan dengan baik, mengikuti proses pembelajaran dengan baik, latihan-latihan dengan baik, sejauh ini bagus. Merupakan sesuatu yang baru bagi mereka."

R: "Nggih pak, kemudian setelah tahap rekontruksi atau pengembangan karangan, ada tahap analisis dan koreksi pak. Jadi mereka menulis di papan tulis kemudian membandingkan dengan teks asli, dan mengoreksi kesalahannya temanya, apakah hal ini mempunyai kontribusi terhadap kemampuan menulis siswa itu sendiri?"

C: "Iya...karena disini mereka itu belajar dari temannya, belajar dari kesalahan temannya. saling mengoreksi pekerjaannya, saling belajar dan lain sebagainya, jadi bagus belajar kan tidak harus dari gurunya tapi bisa dari teman dengan cara saling mengoreksi teman."

R: "Nggih."

C: "Iya, itu membantu."

R: Kemudian, bagaimana menurut pendapat bapak mengenai Task terakhir pada pertemuan terakhir kemarin?"

C: "Iya meningkat, kemarin yang Task terakhir itu kelihatan sekali jika dibandingkan dengan task yang pertama. Kalau yang pertama, hasil kerjanya boleh dikatakan minim bahkan belum ada. Kemudian dilihat dari yang kedua

yang dibandingkan dengan yang terakhir, memang sudah ada peningkatan. Setidaknya peningkatan dalam hal, kalimatnya bisa terbaca, bukan asal-asalan walaupun *grammar*nya masih salah-salah. Iya.”

R: “Tapi isinya sudah tersampaikan dalam text yang mereka rekonstruksikan.”

C: “Iya, ho’o.”

R: “Iya. Kalau organizationnya, juga sudah bagus nggih pak?”

C: “Iya, kelihatan sekali.”

R: “Kalau mengenai punctuation pak?”

C: “Punctuation, untuk beberapa anak menjadi sangat teliti, tapi ya masih ada yang belum. Terutama yang belum itu tanda bacanya, kalau huruf besar, huruf kecilnya sudah. Tapi tanda bacanya, ada yang sudah sadar, tapi asal meletakkannya. Misalnya: “After he went..” Itu seharusnya koma setelah kata went, tapi koma diletakkan setelah after. Ya seperti itu.”

R: “Nggih. Kemudian mengenai spellingnya pak?”

C: “Spellingnya, hanya beberapa anak yang kurang.”

R: “Nggih.”

C: “Tapi kurangnya itu karena kecerobohan, maksudnya kurang teliti begitu.”

R: “Iya.”

C: “Iya, biasanya mereka buru-buru. Misalnya nulis puppet, p nya hanya satu.”

R: “Iya. Kalau grammar, sudah bagus nggih pak? Mereka sudah tahu harus pakai tense apa.”

C: “Iya.”

R: “Kemudian mengenai isinya, bagaimana menurut pendapat bapak?”

C: “Sejauh ini mereka sudah bisa menuliskan hal-hal pokok tentang isi ceritanya.

Jadi ya bagus, lagipula mereka familiar dengan teksnya dan mereka juga senang dapat itu. Jadi ya sejauh ini menurut saya tidak masalah.”

R: “Kemudian mengenai partisipasinya pak?”

C: “Mm, iya lumayan yang pertemuan terakhir kemarin juga.”

R: “Iya. Kalau organizationnya, juga sudah bagus nggih Pak?”

C: “Iya, kelihatan sekali.”

R: “Apakah dictogloss technique ini membantu meningkatkan kemampuan menulis siswa?”

C: “Berdasarkan pengalaman yang saya sampaikan sebelum anda memberikan treatment ini saya rasa iya, asal dilakukan dengan tadi yang saya tekankan sekali penyampaian dengan media pembelajaran yang baik jadi saya yakin dictogloss ini hasilnya juga akan meningkat. “

R: “Jadi bisa disimpulkan bahwa dictogloss ini bisa digunakan untuk meningkatkan kemampuan menulis siswa nggih pak?”

C: “Nggih, iya.”

R: “Nggih, terima kasih pak sudah bersedia membantu penelitian saya dan mohon maaf sudah mengganggu.”

C: “Iya..sama-sama...saya juga minta maaf kalau banyak kekurangan.”

B. Students Interview Transcripts

1. First Interview (Cycle 1)

R: Researcher, C: Collaborator, S: Student.

Date : March, 24th, 2012

Time : 10.45

Place : Classroom

Respondent : Students (Mega Kharisma, Al Dila R, Siti Khatijah, Faza Catur Utami)

R: Maaf... mengganggu waktunya, kakak mau minta tolong untuk interview hari ini.

S: Iya kak... (bersama2)

R: Ok, pertanyaan pertama, apakah kalian suka pelajaran bahasa Inggris?

S(Faza) : sedikit suka. (sambil tertawa)

S(Siti) : tidak.

S (Dila) : suka.

S (Mega) : tidak suka.

R: Kemudian, apakah kalian paham dengan recount text yang diberikan? Contohnya text yang going to weding party kemarin.

S(Faza) : paham

S(Siti) : paham

S (Dila) : paham

S (Mega) : ya..mengerti

T: apakah penjelasan kakak kemarin terlalu cepat

S: iya...kecepatan (semuanya)

S(Faza) : waktu menjelaskan past tense kecepatan kak...

R: kalau untuk past tense, apakah ada kesulitan?

S(Faza) : ya.. sedikit paham

S(Siti) : paham

S (Dila) : paham

S (Mega) : paham

R: dari soal-soal yang diberikan kemarin apakah ada kesulitan?

S(Faza) : semuanya susah kak, hehe...

S(Siti) : yang..kata ganti verb itu kak

S (Dila) : tidak ada kesulitan

S (Mega) : waktu disuruh mengarang itu kak.

R: kemarin kan ada kegiatan yang namanya dictogloss itu, menurut kalian kegiatan itu gimana? Menarik gak?

S(Faza) : lumayan menarik

S(Siti) : menarik, cuma kak ogie itu mbacanya terlalu cepet jadi belum sempet nulis udah selesai duluan.hehehe...

S (Dila) : waktu mendeke itu kecepatan jadi nangkapnya susah

S (Mega) : sama.

R: hehe..memang kecepatanya harus standart ya..soalnya kalau terlalu lambat kalian nanti menjiplak.

T: kemudian dalam menulis teks ricount apa kalian menemui kesulitan?

S: tidak ada.... (semua)

R: kemarin kan kita bekerja kelompok, apakah dalam kelompok itu lebih mudah atau lebih mudah bekerja sendiri?

S(Faza) : lebih mudah kelompok

S(Siti) : sendiri

S (Dila) : kelompok, tapi satu meja

S (Mega) : kelompok

R: kemudian, apakah ada kesulitan dalam menulis going to wedding party?

S(Faza) : ada sedikit.

S(Siti) : kalau menulis mengubah ide dalam bahasa indonesia ke bahasa inggris itu kesusahan.

S (Dila) : tidak ada

S (Mega) : tidak ada

R: kalau key wordnya membantu atau tidak?

S (semua) : membantu.... soalnya bisa menuntun membuat kalimat mas..

R: tadi kan ada pembahasan, kalian menulis hasil kalian di papan tulis, kemudian kita bandingkan hasil text anda, teman anda dan text yang asli, menurut kalian apakah menurut kalian membantu atau tidak?

S(Siti) : membantu sekali karena bisa membandingkan dan mengetahui kesalahan-kesalahan yang kita buat.

R: kalau, narrative? Apakah kalian sudah paham dengan penjelasan tentang narrative text?

S(Faza) : lumayan (hehe..)

S (Dila) : lumayan paham.

S (Mega) : sudah paham kak.

R: apakah yang anda rasakan ketika mendapatkan dictogloss technique seperti kemarin?

S(Faza) : menyenangkan

S(Siti) : menyenangkan dan lebih semangat belajar bahasa Inggris lagi

S (Dila) : kegiatannya menyenangkan

S (Mega) : senang

R: kalau dibandingkan dengan pelajaran yang biasa diajarkan setiap hari?

S(Siti) : pelajaran biasa bosan kak..

S (Mega) : kalau pelajaran biasa gak banyak aktivitasnya

R: Oke, trimakasih, cukup sekian dulu.

2. Second Interview

R: Researcher, C: Collaborator, S: Student.

Date : February 24th, 2012

Time : 09.45

Place : Classroom

Respondent : Students (Alfian Thirsa, Ardi Susapta, Ramadhan G.N)

R: Oke, first introduce yourself, kenalkan nama kalian.

S (Alfian) : nama saya Alfian Thirsa

S (Ardi) : nama saya Ardi Susapta

S (Ramadhan) : nama Ramadhan G.N

R: pertanyaan pertama, apakah anda suka bahasa inggris? Kemudian apakah kalian menemui kesulitan?

S (Alfian) : suka tapi kesulitannya agak banyak, mengartikan bahasa indonesia, kemudian kalau menulis mengartikan bahasa inggris ke bahasa indonesia ya juga belum terlalu benar.

S (Ardi) : mengartikan bahasa inggris ke bahasa indonesia

S (Ramadhan) : kesulitannya, mengartikan bahasa inggris ke bahasa indonesia dan memahami teksnya itu

R: kemudian tentang recount text apakah kalian paham? Yang going to wedding party itu?

S (Alfian) : paham

S (Ardi) : yang rawon,soto itu mas? Paham..paham..

S (Ramadhan) : sedikit paham

R: kalau penjelasan tentang past tense?

S (Alfian) : cukup paham

S (Ardi) : gak begitu jelas

S (Ramadhan) : paham

R: apa penjelasan kakak kemarin terlalu cepat?

S (Alfian) : mbaca textnya yang terlalu cepat

S (Ardi) : cepet

S (Ramadhan) : iya cepet kak

R: kemudian ketika diminta mengerjakan soal-soal latihan tenses apakah menemui kesulitan?

S (Alfian) : sedikit kesulitan, tapi bisa mengerjakan

S (Ardi) : tidak ada kesulitan, Cuma dalam mengartikan ke bahasa indonesia itu lho..

S (Ramadhan) : mengartikanya itu mas dari bahasa inggris ke bahasa indonesia itu yang sulit

R: tentang aktivitas dictogloss yang kemarin kakak dektekan kemudian kalian menulis keyword, kemudian kakak dektekan kembali kemudian kalian membuat karangan sesuai dengan cerita yang dibacakan dengan kalimat kalian sendiri. Apakah kalian cukup paham?

S (Alfian) : cukup bisa dan cukup paham

R: menarik atau tidak

S (Alfian): menarik sekali.

S (Ardi) : dalam membuat teks cukup membantu

S (Ramadhan) : membantu dan cukup bisa memahami

R: apakah menarik?

S (ramadhan) : menarik mas

R: dalam menulis recount apakah ada kesulitan?

S (Alfian) : cuman mengartikan dari bahasa indonesia

S (Ardi) : sedikit mas

S (Ramadhan) : cukup paham.

R: kemudian kalau dikerjakan secara kelompok itu menurut kalian lebih mudah atau tidak?

S (Alfian) : lebih mudah karena bisa saling berdiskusi dan saling membantu

S (Ardi) : lebih mudah, karena bisa mengetahui pendapat pendapat teman

S (Ramadhan) : lebih mudah, karena bisa saling bertanya kalau tidak bisa

R: kemudian pembahasan di papan tulis kemarin apakah cukup membantu?

S (Alfian) : membantu karena bisa mengetahui kesalahan kita sendiri.

S (Ardi) : membantu karena kalau kita salah menulis bisa dibetulkan sama masnya

S (Ramadhan) : membantu, tulisanya yang salah–salah bisa dibetulkan

R: kita lanjutkan ke text narrative, apakah ada kesulitan di text narrative.

S (Alfian) : cukup paham tapi lumayan ada kesulitan.

S (Ardi) : paham

S (Ramadhan) : sedikit paham

R: kemudian tentang dictogloss activity kemarin apakah yang anda rasakan?

Menarik atau tidak

S (Alfian) : cukup menarik

S (Ardi) : cukup senang mas

S (Ramadhan) : menarik, karena belum pernah dilakukan sebelumnya

R: Oke, saya kira cukup sekian dulu, terimakasih atas waktunya

3. Third Interview (Cycle 2)

R: Researcher, C: Collaborator, S: Student.

Date : February 24th, 2012

Time : 09.45

Place : Classroom

Respondent : Students (Alfian Thirsa, Ardi Susapta, Ramadhan G.N, Mega Kharisma, Al Dila R, Siti Khatijah, Faza Catur Utami)

R : “ Langsung saja kakak interview kalian seperti kemarin, jawab sesuai dengan yang kalian rasakan. Jadi kalian sudah paham belum dengan cara-caranya? Maksudnya langkah-langkah dalam dictogloss?”

S (Alfian) : “Iya. Soalnya kegiatannya kan sama dengan minggu kemarin.”

S (Ardy) : “Iya, soalnya cara-caranya kan sama dengan pertemuan minggu kemarin kan?”

R: “Iya.”

R: perbandingan latihan pertama dan kedua? Yang pertama going to wedding party kemudian cinderella yang kedua, apakah ada perkembangan

S (Alfian) : sedikit ada perkembangan, lebih meningkat sedikit dari pada yang kemarin-kemarin.

S (Ardi) : kalau latihan yang pertama itu sulit, tapi setelah melakukan latihan yang ke dua lebih mudah dari latihan yang pertama.

S (Ramadhan) : ada kemajuannya, yang kemarin belum bisa memahami textnya sekarang sudah bisa memahami textnya.

R: oke, kemudian latihan ke dua cinderella, apakah kalian menemui kesulitan di situ?

S (Alfian) : tidak sulit karena sudah tahu cerita cinderella itu seperti apa, jadi tidak sulit untuk mengembangkan ide cerita.

S (Ardi) : sama, tidak ada kesulitan karena pernah mendengarkan cerita itu sebelumnya?

S (Ramadhan) : sedikit, cuman membuat karangan sama mengartikanya

R: untuk latihan yang ketiga? Snow white? Keulitanya dimana

S (Alfian) : tidak ada kesulitan karena sudah latihan 3 kali dan sudah mengetahui cerita sebelumnya

S (Ardi) : tidak ada kesulitan

S (Ramadhan) : sama mas, karena sudah latihan berkali-kali jadi lumayan mudah.

R: Apakah dengan *dictoglos technique* membantu adik dalam menulis *recount text*?

S (Alfian) : membantu untuk mengembangkan ide membuat text

S (Ramadhan) : membantu mas, jadinya mengarang lebih mudah.

R: menurut kalian apakah kemampuan menulis bahasa inggris kalian bertambah selama saya melakukan proses pembelajaran disini?

S (Alfian) : meningkat perbendaharaan katanya.

S (Ardy) : lumayan meningkat.

S (Ramadhan) : iya bertambah khususnya dalam mengembangkan text.

R: kemudian kalian yang cewek- cewek, kalau dibandingkan dari latihan yang pertama ke latihan yang kedua, yang going to wedding party kemudian ke snow white? Apakah ada perkembangan

S(Faza) : verb nya, kemudian pengetahuan kata menjadi bertambah.

S(Siti) : ada, menambah pengetahuan dalam bahasa inggris

R: kalau motivasi kalian sendiri bagaimana?

S: jadi lebih semangat kalau kelompok.

R: ketika menulis cinderella apakah ada kesulitan?

S(Faza) : sedikit

S(Siti) : sedikit, ketika menyalin ide dari bahasa indonesia ke inggris.

S (Dila) : tidak ada

S (Mega) : tidak ada

R: kemudian kalau snow white? Bagaimana menurut kalian apakah menurut kalian tulisanya cukup bagus?

S(Faza) : lebih mudah kelompok

S(Siti) : ada perkembanganya, jadi kesalahanya yang kemarin dari cinderella itu bisa dihindari, kemudian dilatihkan yang ketiga dikembangkan kemudian jadi bagus gitu.

S (Dila) : bertambah, tulisanya tambah bagus dan motivasinya bertambah dan bersemangat untuk belajar bahasa inggris

S (Mega) : verbnya bertambah banyak

R: oke, apakah dictogloss kemarin, apakah membantu kegiatan kalian untuk menulis dan mengembangkan text?

S (semua): iya membantu mas....

R: apakah kemampuan menulis kalian bertambah selama kegiatan pembelajaran yang kakak lakukan?

S(Faza) : iya mas, jadi lebih tau banyak tentang bahasa inggris.

S(Siti) : bertambah, mengalami banyak perkembangan, terus juga aktivitasnya juga menarik, jadi belajarnya juga lebih semangat

S (Dila) : bertambah, ilmu untuk pelajaran bahasa inggris juga bertambah

S (Mega) : bertambah, kemudian kata verbnnya jg bertambah.

R: Ok, sekian dulu, terimakasih atas partisipasinya ya.

COURSE GRID

Grade : VIII

Semester : 2

Standard of Competence :

12. Writing

Expressing meaning in the written functional text and short simple essay in the form of recount and narrative to interact in the society where the students belong

Basic Competence :

12.2 Expressing meaning in the written short simple functional text accurately, fluently and acceptably to communicate in the society where the students belong

| Topic | Objectives | Indicators | Learning Materials | Learning Activities | Assessment | Time Allocation | Sources |
|---|--|--|---|---|------------|-----------------|---|
| My Unforgettable Holiday (Recount text) | In the end of the lesson the students are expected to be able to: <ul style="list-style-type: none"> Identify the language features of the recount text Find the detail information of the | <ul style="list-style-type: none"> The students are able to activate their background knowledge by giving questions about their wonderful experience. The students are able to mention the language features of a recount text | <ul style="list-style-type: none"> Some recount texts: My Holiday, Traveling by Plane, and, Going to Wedding Party Vocabulary list: colourful, scenery, rest etc. Generic structure: orientation, sequence of events, re-orientation (writers' feeling). | <p>➤ Opening : lead-in, addressing the topic (BKOF)</p> <p>➤ Main activities:</p> <p>Activity 1(MOT)</p> <ul style="list-style-type: none"> The teacher gives an example of a recount text. (My Holiday, text 1) The teacher and the students identify the parts of the recount text. The teacher explains the parts of the recount text. <p>Activity 2</p> | Written | 6x40 minutes | <ul style="list-style-type: none"> <i>Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4</i> <i>Scaffolding English for Junior High School</i> |

| | | | | | | | |
|--|--|---|--|---|--|--|---|
| | <p>recount text</p> <ul style="list-style-type: none"> • Identify the simple past tense in the text. • Use the simple past tense. • Write a simple recount text | <p>based on the example.</p> <ul style="list-style-type: none"> • The students are able to identify the detail information of a recount text based on the example. • The students are able to identify the simple past tense in the text. • The students are able to use the simple past tense. • The students are able to make sentences become a meaningful text in the form of recount. • Students are able to reconstruct paragraphs in the form of recount texts in a group of students. • The students are able to write a simple recount | <ul style="list-style-type: none"> • Grammar: The Simple Past Tense <p>S + V2</p> | <ul style="list-style-type: none"> • The students and the teacher identify the tense that is used in the recount text based on the given text. <p>Activity 3</p> <ul style="list-style-type: none"> • Teacher asks students to complete the text with the correct word form. <p>Activity 4</p> <ul style="list-style-type: none"> • Teacher asks students to rearrange the following sentences correctly <p>Activity 5 (JCOT)</p> <ul style="list-style-type: none"> • The teacher reviews the previous materials. • The teacher explains the stages in the dictogloss. (preparation stage) • The teacher presents the vocabulary related to the dictated-text. • The teacher divides the students into several groups. • The teacher gives the worksheets to the students. <p>Activity 6</p> <ul style="list-style-type: none"> • The teacher reads the dictated-text (Going to Wedding Party) and asks the students to listen. <p>Activity 7 (JCOT)</p> <ul style="list-style-type: none"> • The students in a group | | | <p><i>Students</i> <i>Grade VIII.</i></p> <ul style="list-style-type: none"> • <i>Grammar Dictation</i> • <i>Text-based Syllabus Design</i> |
|--|--|---|--|---|--|--|---|

| | | | | | | | |
|--|--|-------|--|---|--|--|--|
| | | text. | | <p>of four are asked to write some important words and sentences that they heard.</p> <ul style="list-style-type: none"> • The teacher asks the students in a group to reconstruct a paragraph based on the sentences that have made by the students. <p>Activity 8 (ICOT)</p> <ul style="list-style-type: none"> • The teacher asks the students individually to reconstruct a paragraph based on the sentences that have been made by the students. <p>Activity 9</p> <ul style="list-style-type: none"> • The teacher asks the students to write their writing on the whiteboard to conduct analysis-correction stage. <p>➤ Closing activities: summarizing, reflecting to the activities, closing</p> | | | |
|--|--|-------|--|---|--|--|--|

COURSE GRID

Grade : VIII

Semester : 2

Standard of Competence :

12. Writing

Expressing meaning in the written functional text and short simple essay in the form of recount and narrative to interact in the society where the students belong

Basic Competence :

12.2 Expressing meaning in the written short simple functional text accurately, fluently and acceptably to communicate in the society where the students belong

| Topic | Objectives | Indicators | Learning Materials | Learning Activities | Assessment | Time Allocation | Sources |
|------------------------------|--|---|---|---|------------|-----------------|--|
| Once Upon a Time (Narrative) | In the end of the lesson the students are expected to be able to: • Identify the language features of | <ul style="list-style-type: none"> • The students are able to use the simple past tense. • The students are able to make a simple recount text. | <ul style="list-style-type: none"> ▪ Input text: Babu and the Lion, Cinderella, Snow White ▪ Vocabulary: free style, blue ribbon, butterfly, tired, etc | <p>➤ Main Activity <i>Activity 1 (BKOF)</i></p> <ul style="list-style-type: none"> • The teacher reviews the previous material. • Teacher gives the example of narrative texts with title “Babu and the Lion” (text 1) | Written | 6x40 minutes | <ul style="list-style-type: none"> • <i>Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII</i> |

| | | | | | | |
|--|---|---|--|--|--|--|
| | <p>the narrative text</p> <ul style="list-style-type: none"> • Find the detail information of the narrative text • Identify the simple past tense in the text. • Use the simple past tense. • Write a simple narrative text | <ul style="list-style-type: none"> • The students are able to make sentences become a meaningful text in the form of recount. • Students are able to reconstruct paragraphs in the form of recount texts in a group of students. • The students are able to write a simple recount text. | <ul style="list-style-type: none"> ▪ Grammar: The Simple Past Tense • Generic structure: orientation, complication, and resolution | <p>(MOT)</p> <ul style="list-style-type: none"> • Students identify the difficult words found in the narrative texts with title “Babu and the Lion” <p>Activity 2</p> <ul style="list-style-type: none"> • Teacher asks students in group to identify tense in a narrative text. <p>Activity 3 (JCOT)</p> <ul style="list-style-type: none"> • Teacher asks students to complete the text with the correct word form. • Teacher and students discuss the students’ work. <p>Activity 4</p> <ul style="list-style-type: none"> • Teacher reads a narrative text with the title “Cinderella” (text 2), students listen to the text. <p>Activity 5 (ICOT)</p> <ul style="list-style-type: none"> • Teacher reads a narrative text for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board. <p>Activity 6 (ICOT)</p> <ul style="list-style-type: none"> • Teacher asks students to reconstruct paragraphs in | | <p><i>Edisi 4</i></p> <ul style="list-style-type: none"> • <i>Scaffolding English for Junior High School Students Grade VIII.</i> • <i>Grammar Dictation</i> |
|--|---|---|--|--|--|--|

| | | | | | | | |
|--|--|--|--|---|--|--|--|
| | | | | <p>the form of narrative text based on the key word that have been written by the students.</p> <p>Activity 7</p> <ul style="list-style-type: none"> Teacher and students discuss the students' works to conduct analysis-correction stage. <p>Activity 8</p> <ul style="list-style-type: none"> Teacher reviews the materials in the last meeting (BKOF) Teacher reads a narrative text with the title "Snow White" (text 3), students listen to the narrative text <p>Activity 9</p> <ul style="list-style-type: none"> Teacher reads a narrative text for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board. (JCOT) <p>Activity 10</p> <ul style="list-style-type: none"> Teacher asks students individually to write sentences based on the detail information. (ICOT) <p>Activity 11</p> | | | |
|--|--|--|--|---|--|--|--|

| | | | | | | | |
|--|--|--|--|---|--|--|--|
| | | | | <ul style="list-style-type: none">• Teacher and students discuss the students' works to conduct analysis-correction stage | | | |
|--|--|--|--|---|--|--|--|

LESSON PLAN 1

| | |
|------------------------|--|
| School | : SMP N 3 Ngaglik |
| Subject | : English |
| Grade /Semester | : VIII/ 2 |
| Meeting | : 1st – 3rd |
| Text | : Recount Texts |
| Skill | : Writing |
| Time Allocation | : 6x40 minutes |

A. Standard Competency

6. Writing

Expressing meaning in the written functional text and short simple essay in the form of recount and narrative to interact in the society where the students belong.

B. Basic Competence

6.1 Expressing meaning in the written short simple functional text accurately, fluently and acceptably to communicate in the society where the students belong.

C. Indicators

1. Students are able to identify the language features of the recount texts.
2. Students are able to identify detail information of the recount texts.
3. Students are able to identify simple past tense in the recount text.
4. The students are able to use the simple past tense.
5. The students are able to make sentences to form a meaningful text in the form of recount.
6. Students are able to reconstruct paragraphs in the form of recount texts.
7. Students are able to write a simple recount text individually.

D. Learning Objectives

In the end of the lesson the students are expected to be able to:

1. identify the language features of the recount texts
2. find the detail information of the recount texts
3. use the simple past tense.
4. write a simple recount text

E. Materials

1. The example of recount texts

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adapted from: www.andrewseaton.com)

2. The recount text with the title "Traveling by Plane". *(attached)*
3. The recount text with the title "Going to Wedding Party". *(attached)*
4. The language features that are used in recount texts
 - a. Adverb of Time
 - 1) Yesterday
 - 2) Last month
 - 3) Two days ago

b. Conjunction

- 1) Then
- 2) After that
- 3) Next
- 4) Finally

F. Technique:

- Approach : Genre-based approach
- Method : CLT (Contextualized Language Teaching)
- Technique : The Four-Stages Technique
 1. BKOF (Building Knowledge of Field)
 2. MOT (Modelling of Text)
 3. JCOT (Joint Construction of Text)
 4. ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

FIRST MEETING

1. Opening

- a. Teacher checks media and students' preparation
- b. Teacher greets students
- c. Teacher asks one of the students to lead the prayer
- d. Teacher checks the attendance lists.
- e. Teacher tells the purpose of the lesson today

2. Main Activities

- a. Teacher asks questions related to the topic. **(BKOF)**
 1. Where did you spend your last holiday?
 2. What do you think of the place?
 3. How is the place like?
 4. How did you feel during your holiday?

- b. Teacher gives the example of recount texts with title “My Holiday” (text 1). **(MOT)**
- c. Teacher explains the language features and details information of recount texts with the title “My Holiday”. **(MOT)**
- d. Students identify the difficult words and language features found in the recount texts with title “My Holiday”. *(Activity 1)*
- e. Teacher helps the students to find out the meaning by guessing from the context or using dictionary
- f. Teacher asks students in group to identify tense in the recount text *(Activity 2)* **(JCOT)**
- g. The students are able to rearrange the sentences to form a meaningful text in the form of recount. *(Activity 3)*
- h. Teacher and students together giving correction.
- i. Teacher asks students to complete the text (Treveling by Plane) with the correct word form. *(Activity 4)*.
- j. Teacher and students discuss the students’ work.

3. Closing Activities

- a. Teacher and students summarize the whole lesson
- b. Teacher asks students’ difficulties of the lesson
- c. Teacher gives feedback to the students including the whole process and the result of teaching and learning
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good bye.

SECOND MEETING

1. Opening

- a. Teacher greets students
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the attendance lists.
- d. Teacher tells the purpose of the lesson today

2. Main Activities

- a. Teacher asks questions related to the topic. **(BKOF)**
- b. Teacher reviews the materials in the last meeting. **(JCOT)**
- c. Teacher explains to the students about some steps in dictogloss.
- d. Teacher divides students in a group of four.
- e. Teacher gives the work sheet to the students.
- f. Teacher reads a recount text with the title “Going to Wedding Party” (text 2), students listen to the text. *(activity 5)*
- g. Teacher reads a recount for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board. *(activity 6) (ICOT)*
- h. Teacher asks students to reconstruct paragraphs in the form of recount text based on the key word that have been written by the students. *(activity 7) (ICOT)*

3. Closing Activities

- a. Teacher and students summarize the whole lesson
- b. Teacher asks students’ difficulties of the lesson
- c. Teacher gives feedback to the students including the whole process
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good bye

THIRD MEETING

1. Opening

- a. Teacher greets students
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the attendance lists.
- d. Teacher tells the purpose of the lesson today

2. Main activity

- a. Teacher asks students to write down their reconstruction text in the white board. (*activity 8*)
- b. Teachers compare the students' text with the original text.
- c. Teacher and students discuss the students' works to conduct analysis-correction stage. (*activity 9*)

3. Closing Activities

- a. Teacher and students summarize the whole lesson
- b. Teacher asks students' difficulties of the lesson
- c. Teacher gives feedback to the students including the whole process
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good bye

H. Resource

Priyana, Jaka, et al., 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Widiati, Utami., dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

I. Assessment

1. Assessment Rubric

Written test essay

| Item | Score | Criteria |
|------|-------|--|
| | 30-27 | VERY GOOD TO EXCELLENT: Relevant to the points of the dictated-text. Match the purpose of a recount text |

| | | |
|--------------|-------|---|
| CONTENT | 26-22 | AVERAGE TO GOOD: Mostly relevant to the points of dictated-text but lacks detail of information. Match the purpose of a recount text |
| | 21-17 | POOR TO FAIR: Inadequate development of the points of the dictated-text. Almost match the purpose of a recount text |
| | 16-13 | VERY POOR: Does not relate to the points of the dictated-text or not enough to evaluate. Does not match the purpose of a recount text |
| | | |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: Well-organized of a recount text |
| | 17-14 | GOOD TO AVERAGE: Loosely organized of a recount text but main ideas stand out |
| | 13-10 | FAIR TO POOR: Ideas confused or disconnected |
| | 9-7 | VERY POOR: No organization or not enough to evaluate |
| | | |
| VOCABULARY | 20-18 | VERY GOOD TO EXCELLENT: sophisticated range effective word choice and usage. Word form mastery |
| | 17-14 | AVERAGE TO GOOD: adequate range, occasional errors of word form, choice, usage but meaning not obscured |
| | 13-10 | POOR TO FAIR: limited range, occasional errors of word form, choice, usage. Meaning confused or obscured |
| | 9-7 | VERY POOR: little knowledge of English vocabulary |

| | | |
|-----------|-------|--|
| | | |
| GRAMMAR | 20-18 | VERY GOOD TO EXCELLENT: Few errors of agreement, tense, articles |
| | 17-14 | AVERAGE TO GOOD: Several errors of agreement, tense, articles, pronouns and prepositions. Meaning seldom obscured |
| | 13-10 | POOR TO FAIR: Frequent errors of agreement, tense, articles, pronouns and prepositions. Meaning obscured or confused |
| | 9-7 | VERY POOR: Dominated by errors. Does not communicate or not enough to evaluate. |
| MECHANICS | 10 | VERY GOOD TO EXCELLENT: Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization |
| | 8 | AVERAGE TO GOOD: Occasional errors of spelling, punctuation, capitalization |
| | 6 | POOR TO FAIR: Frequent errors of spelling, punctuation, capitalization. Poor handwriting |
| | 4 | VERY POOR: Dominated by errors of spelling, punctuation, capitalization. Handwriting illegible or not enough to evaluate |

Yogyakarta, February 22th 2012**Teacher,****Researcher,**

Hadi Suparmo, S.Pd., M.Pd.
NIP. 19680520 199203 1010

Ogie Yudha Herlangga
NIM. 07202244043

LESSON PLAN 2

| | |
|------------------------|--|
| School | : SMP N 3 Ngaglik |
| Subject | : English |
| Grade /Semester | : VIII/ 2 |
| Meeting | : 4th – 6th |
| Text | : Narrative Texts |
| Skill | : Writing |
| Time Allocation | : 6x40 minutes |

A. Standard Competency

6. Writing

Expressing meaning in the written functional text and short simple essay in the form of recount and narrative to interact in the society where the students belong

B. Basic Competence

6.1 Expressing meaning in the written short simple functional text accurately, fluently and acceptably to communicate in the society where the students belong

C. Indicators .

1. Students are able to identify the language features of the narrative texts.
2. Students are able to identify detail information of the narrative texts.
3. Students are able to identify simple past tense in the narrative text.
4. The students are able to use the simple past tense.
5. The students are able to make sentences to form a meaningful text in the form of narrative.
6. Students are able to reconstruct paragraphs in the form of narrative texts.
7. Students are able to write a simple narrative text individually.

D. Learning Objectives

In the end of the lesson the students are expected to be able to:

1. identify the language features of the narrative texts
2. find the detail information of the narrative texts
3. use the simple past tense.
4. write a simple narrative text

E. Materials

1. The example of narrative texts

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Androcles and the Lion)

2. The narrative text with the title "Cinderella". *(attached)*

3. The narrative text with the title "Snow White". *(attached)*

4. The language features that are used in narrative texts

a. Adverb of Time

- 1) Yesterday
- 2) Last month
- 3) Two days ago

b. Conjunction

- 1) Then
- 2) After that
- 3) Next
- 4) Finally

F. Technique:

- Approach : Genre-based approach
- Method : CLT (Contextualized Language Teaching)
- Technique : The Four-Stages Technique
 1. BKOF (Building Knowledge of Field)
 2. MOT (Modeling of Text)
 3. JCOT (Joint Construction of Text)
 4. ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

FOURTH MEETING

1. Opening

- a. Teacher checks media and students' preparation
- b. Teacher greets students
- c. Teacher asks one of the students to lead the prayer
- d. Teacher checks the attendance lists.
- e. Teacher tells the purpose of the lesson today

2. Main Activities

- a. Teacher asks questions related to the topic. **(BKOF)**
 1. What is a legend?
 2. Mention some legends you know?
 3. What is your favorite legend, what is it about?
- b. Teacher gives the example of narrative texts with title "Babu and the Lion" (text 1). **(MOT)**

- c. Teacher explains the language features and details information of narrative texts. **(MOT)**
- d. Students identify the difficult words found in the narrative texts with title “Babu and the Lion”. *(Activity 1)*
- e. Teacher helps the students to find out the meaning by guessing from the context or using dictionary.
- f. Teacher asks students in group to identify tense in a narrative text. *(Activity 2) (JCOT)*
- g. Teacher and students together giving correction.
- h. Teacher asks students to complete the text with the correct word form. *(Activity 3)(JCOT)*
- i. Teacher and students discuss the students’ work.

3. Closing Activities

- a. Teacher and students summarize the whole lesson
- b. Teacher asks students’ difficulties of the lesson
- c. Teacher gives feedback to the students including the whole process and the result of teaching and learning
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good bye.

FIFTH MEETING

1. Opening

- a. Teacher greets students
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the attendance lists.
- d. Teacher tells the purpose of the lesson today

2. Main Activities

- a. Teacher asks questions related to the topic. **(BKOF)**
- b. Teacher reviews the materials in the last meeting. **(BKOF)**
- c. Teacher explains to the students about some steps in dictogloss.
- d. Teacher divides students in a group of four.
- e. Teacher gives the work sheet to the students.

- f. Teacher reads a narrative text with the title “Cinderella” (text 2), students listen to the text. (*activity 4*)
- g. Teacher reads a narrative text for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board. (*activity 5*) **(ICOT)**
- h. Teacher asks students to reconstruct paragraphs in the form of narrative text based on the key word that have been written by the students. (*activity 6*) **(ICOT)**
- i. Teacher and students discuss the students’ works to conduct analysis-correction stage. (*activity 7*)

3. Closing Activities

- a. Teacher and students summarize the whole lesson
- b. Teacher asks students’ difficulties of the lesson
- c. Teacher gives feedback to the students including the whole process
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good bye

SIXTH MEETING

1. Opening

- a. Teacher greets students
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the attendance lists.
- d. Teacher tells the purpose of the lesson today

2. Main Activities

- a. Teacher asks questions related to the topic. **(BKOF)**
- b. Teacher reviews the materials in the last meeting. **(BKOF)**
- c. Teacher explains to the students about some steps in dictogloss.
- d. Teacher divides students in a group of four.
- e. Teacher gives the work sheet to the students.
- f. Teacher reads a narrative text with the title “Snow White” (text 3), students listen to the narrative text. (*activity 8*)

- g. Teacher reads a narrative text for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board. *(activity 9) (ICOT)*
- h. Teacher asks students individually to write sentences based on the detail information. *(activity 10) (ICOT)*
- i. Teacher asks students individually to reconstruct a paragraph in the form of narrative based on the sentences that have been made by the students. *(activity 11) (ICOT)*
- j. Teacher and students discuss the students' works to conduct analysis-correction stage. *(activity 12)*

3. Closing Activities

- a. Teacher and students summarize the whole lesson
- b. Teacher asks students' difficulties of the lesson
- c. Teacher gives feedback to the students including the whole process
- d. Teacher informs the new topic for next meeting
- e. Teacher ends the class and say good by

H. Resource

Artono, et al,. 2008. *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

Priyana, Jaka, et al,. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

I. Assessment

1. Assessment Rubric

| Item | Score | Criteria |
|------|-------|--|
| | 20-18 | VERY GOOD TO EXCELLENT: Relevant to the points of the dictated-text. Match the purpose of a narrative text |
| | 17-14 | AVERAGE TO GOOD: Mostly relevant to the |

| | | |
|--------------|-------|---|
| CONTENT | | points of dictated-text but lacks detail of information. Match the purpose of a narrative text |
| | 13-10 | POOR TO FAIR: Inadequate development of the points of the dictated-text. Almost match the purpose of a narrative text |
| | 9-7 | VERY POOR: Does not relate to the points of the dictated-text or not enough to evaluate. Does not match the purpose of a narrative text |
| | | |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: Well-organized of a narrative text |
| | 17-14 | GOOD TO AVERAGE: Loosely organized of a narrative text but main ideas stand out |
| | 13-10 | FAIR TO POOR: Ideas confused or disconnected |
| | 9-7 | VERY POOR: No organization or not enough to evaluate |
| | | |
| MECHANICS | 20-18 | VERY GOOD TO EXCELLENT: Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization |
| | 17-14 | AVERAGE TO GOOD: Occasional errors of spelling, punctuation, capitalization |
| | 13-10 | POOR TO FAIR: Frequent errors of spelling, punctuation, capitalization. Poor handwriting |
| | 9-7 | VERY POOR: Dominated by errors of spelling, punctuation, capitalization. Handwriting illegible or not enough to evaluate |
| | | |

| | | |
|---------------|-------|--|
| GRAMMAR | 20-18 | VERY GOOD TO EXCELLENT: Few errors of agreement, tense, articles |
| | 17-14 | AVERAGE TO GOOD: Several errors of agreement, tense, articles, pronouns and prepositions. Meaning seldom obscured |
| | 13-10 | POOR TO FAIR: Frequent errors of agreement, tense, articles, pronouns and prepositions. Meaning obscured or confused |
| | 9-7 | VERY POOR: Dominated by errors. Does not communicate or not enough to evaluate. |
| PARTICIPATION | 20-18 | EXCELLENT TO VERY GOOD: Gives a high contribution to the teaching-learning process |
| | 17-14 | GOOD TO AVERAGE: Gives a standard contribution |
| | 13-10 | FAIR TO POOR : Sometimes gives a contribution to the teaching-learning process |
| | 9-7 | VERY POOR: Doesn't give any contribution to the teaching-learning process |

Yogyakarta, March 1st 2012

Teacher,

Researcher,

Hadi Suparmo, S.Pd., M.Pd.
NIP. 19680520 199203 1010

Ogie Yudha Herlangga
NIM. 07202244043

Material 1

(First meeting)

Task 1

Read the following text about “My holiday” then answer the question.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has big garden with colourful flowers and a small pool.

orientation

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. **Then**, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. **After that**, we took a rest and had lunch under a big tree. **Before we got home**, we went to the zoo at Wonokromo. We went home in the afternoon.

events

We were tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

re-orientation

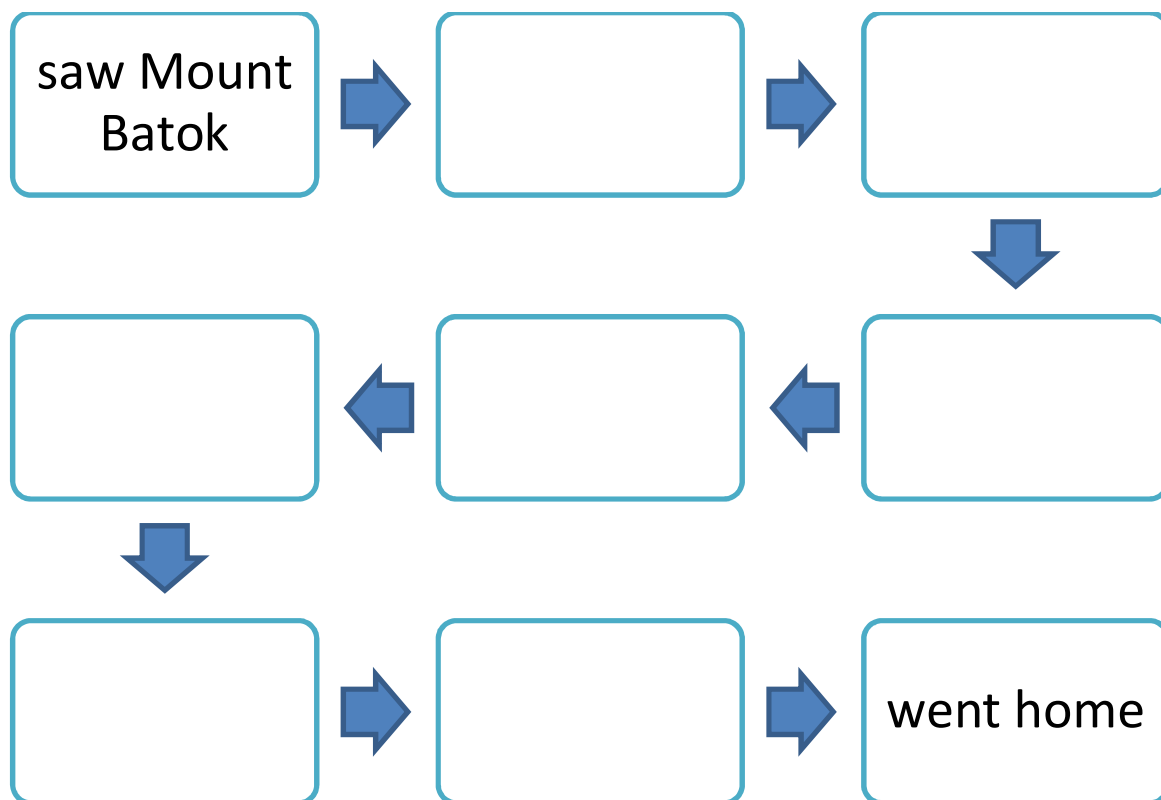
(Adapted from: www.andrewseaton.com)

Question:

- What is the story about?
- What is the main idea of the second paragraph?
- Where did the writer go last week?
- Where did he stay?
- What did the writer do in the morning?
- How did the writer feel when he rode on horseback?
- Where did the writer and his friend go before they go home?
- What did the writer think about his holiday?

Task 2

Complete the diagram with the activities that was done in the text above.



Task 3

Rearrange the sentences become a meaningful text in the form of recount.

A. You know, it was the wedding party of my dad's boss' son. Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one.

B. Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family.

C. At about 09.15 we went home. We arrived home rather late. I felt really very happy.

Answer the following questions based on the text above.

1. What did the speaker do last night?
2. Whose birthday was it?
3. What did the speaker have for dinner first?
4. What did the speaker have for dinner next?
5. When did the speaker go home?
6. How did the speaker feel?

Task 4

In the following exercise, you will learn Andi's first experience travelling by plane. Change the verbs in brackets into the correct form. Then, answer the questions that follow.



Travelling by Plane

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000 feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"

(Second meeting)**Task 5****Dictation text.****Going to Wedding Party**

Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Well, in the party I had *rawon* and *sate Madura*. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some *dawet ayu*. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really very happy.

SOP (Standart Operating Procedure) of Dictogloss technique.

1. Preparation stage:
 - Teacher explains to the students about some steps in dictogloss.
 - Teacher divides students in a group of four.
 - Teacher gives the work sheet to the students.
2. Dictation stage:
 - Teacher reads a recount text with the title "Holiday in Kupang", students listen to the text.
 - Teacher reads a recount for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board.
3. Reconstruction stage:
 - Teacher asks students to reconstruct a paragraph based on the key word that have been written by the students
4. Analysis-correction stage:
 - Teacher ask the students to write down their reconstructed-text on the whiteboard and discuss the reconstructed-text and the dictated-text

Material 2

(Fourth meeting)

Task 1

Identify details informations and language features of the text below.

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, was a very big lion. You see, Babu was scared to death. But he could not escape.

The lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please, help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Andracles and the Lion)

Task 2

Complete each sentence below with the correct word from the box.

1. The ... master didn't give him food.
2. The master often ... his slave.
3. The slave ... from his master.
4. He ... in a cave.
5. Babu ... a loud roar.
6. He was ... by the roar of the lion.
7. The lion did not ... him.
8. The lion walked unsteadily. It was
9. A thorn pained its right foot. The foot was

- a. punched
- b. slept
- c. ran away
- d. heard
- e. bad
- f. lame
- g. bravely
- h. frightened
- i. attack
- j. painful

10. Babu walked ... towards the lion.

(Fifth meeting)



Dictation text.

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock strokes twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella and they got married and lived happily ever after.

SOP (Standart Operating Procedure) of Dictogloss technique.

1. Preparation stage:
 - Teacher explains to the students about some steps in dictogloss.
 - Teacher divides students in a group of four.
 - Teacher gives the work sheet to the students.
2. Dictation stage:
 - Teacher reads a recount text with the title “Cinderella”, students listen to the text.
 - Teacher reads a recount for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board.
3. Reconstruction stage:
 - Teacher asks students to reconstruct a paragraph based on the key word that have been written by the students
4. Analysis-correction stage:

- Teacher ask the students to write down their reconstructed-text on the whiteboard and discuss the reconstructed-text and the dictated-text



(Sixth meeting)

Dictation text.

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The Queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

SOP (Standart Operating Procedure) of Dictogloss technique.

1. Preparation stage:

- Teacher explains to the students about some steps in dictogloss.
- Teacher divides students in a group of four.
- Teacher gives the work sheet to the students.

2. Dictation stage:

- Teacher reads a recount text with the title "Snow White", students listen to the text.
- Teacher reads a recount for the second times, students are asked to write down the detail information and key word that the students heard. Then, students are asked to write down the key word on the white board.

3. Reconstruction stage:

- Teacher asks students to reconstruct a paragraph based on the key word that have been written by the students
4. Analysis-correction stage:
- Teacher ask the students to write down their reconstructed-text on the whiteboard and discuss the reconstructed-text and the dictated-text

Students' Scores

Task 1 Scores (Going to Wedding Party)

| No. | Students' name | Aspects | | | | | | | | | | | | | | | Total |
|-----|---------------------------|---------|----|------|--------------|----|------|------------|----|------|--------------|----|------|-----------|---|------|-------|
| | | Content | | | Organization | | | Vocabulary | | | Language use | | | Mechanics | | | |
| | | C | R | A | C | R | A | C | R | A | C | R | A | C | R | A | |
| 1 | Mega Kharisma | 22 | 15 | 18,5 | 14 | 10 | 12 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 6 | 4 | 5 | 58,5 |
| 2 | Dimas Nur Rochim | 17 | 14 | 15,5 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 10 | 9 | 9,5 | 4 | 4 | 4 | 52 |
| 3 | Yusni dwi Jayanti | 22 | 14 | 18 | 14 | 10 | 12 | 15 | 13 | 14 | 13 | 10 | 11,5 | 6 | 6 | 6 | 61,5 |
| 4 | Endra Setyabudi | 22 | 14 | 18 | 14 | 9 | 11,5 | 13 | 10 | 11,5 | 12 | 10 | 11 | 4 | 4 | 4 | 56 |
| 5 | Prasetyadi | 17 | 14 | 15,5 | 12 | 9 | 10,5 | 13 | 10 | 11,5 | 10 | 9 | 9,5 | 4 | 4 | 4 | 51 |
| 6 | Zanuarum Mutiyas | 22 | 17 | 19,5 | 14 | 10 | 12 | 13 | 9 | 11 | 13 | 13 | 13 | 4 | 4 | 4 | 59,5 |
| 7 | Hilda Sari | 17 | 15 | 16 | 13 | 10 | 11,5 | 13 | 13 | 13 | 13 | 13 | 13 | 4 | 4 | 4 | 57,5 |
| 8 | Siti K. | 22 | 20 | 21 | 15 | 13 | 14 | 15 | 14 | 14,5 | 15 | 15 | 15 | 6 | 6 | 6 | 70,5 |
| 9 | Dinda Agustia Putri | 17 | 14 | 15,5 | 13 | 10 | 11,5 | 13 | 9 | 11 | 14 | 10 | 12 | 6 | 4 | 5 | 55 |
| 10 | Ardi Tricahyono | 14 | 14 | 14 | 13 | 9 | 11 | 13 | 9 | 11 | 10 | 9 | 9,5 | 4 | 4 | 4 | 49,5 |
| 11 | Al Dila R. | 16 | 14 | 15 | 15 | 10 | 12,5 | 13 | 13 | 13 | 10 | 10 | 10 | 6 | 4 | 5 | 55,5 |
| 12 | Reza Ihza A.D. | 15 | 13 | 14 | 14 | 12 | 13 | 12 | 12 | 12 | 10 | 9 | 9,5 | 4 | 4 | 4 | 52,5 |
| 13 | Alfian Thirza A. | 22 | 16 | 19 | 15 | 13 | 14 | 15 | 13 | 14 | 14 | 12 | 13 | 6 | 4 | 5 | 65 |
| 14 | Desti Anasari | 16 | 14 | 15 | 13 | 12 | 12,5 | 13 | 10 | 11,5 | 12 | 13 | 12,5 | 4 | 4 | 4 | 55,5 |
| 15 | Faza C. Utami | 22 | 14 | 18 | 13 | 11 | 12 | 15 | 13 | 14 | 13 | 13 | 13 | 6 | 6 | 6 | 63 |
| 16 | Tisna Pangestu | 16 | 13 | 14,5 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 12 | 10 | 11 | 4 | 4 | 4 | 52,5 |
| 17 | Dhimas P. W. | 14 | 13 | 13,5 | 13 | 9 | 11 | 13 | 10 | 11,5 | 12 | 9 | 10,5 | 4 | 4 | 4 | 50,5 |
| 18 | Hanifah Wita R. | 14 | 13 | 13,5 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 12 | 10 | 11 | 4 | 4 | 4 | 51,5 |
| 19 | Surya Eko | 17 | 15 | 16 | 10 | 9 | 9,5 | 13 | 9 | 11 | 13 | 9 | 11 | 4 | 4 | 4 | 51,5 |
| 20 | Rizki Apriyanto N. | 15 | 13 | 14 | 12 | 10 | 11 | 12 | 9 | 10,5 | 10 | 9 | 9,5 | 4 | 4 | 4 | 49 |
| 21 | Sarah Windy A. | 16 | 15 | 15,5 | 13 | 10 | 11,5 | 12 | 9 | 10,5 | 10 | 9 | 9,5 | 6 | 4 | 5 | 52 |
| 22 | Anggi Jatmiko | 15 | 13 | 14 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 10 | 9 | 9,5 | 4 | 4 | 4 | 50,5 |
| 23 | Raka Apriaji N. | 15 | 13 | 14 | 13 | 9 | 11 | 14 | 13 | 13,5 | 10 | 9 | 9,5 | 4 | 4 | 4 | 52 |
| 24 | Marwatus Sakinah Al-Husna | 25 | 17 | 21 | 15 | 13 | 14 | 14 | 13 | 13,5 | 13 | 10 | 11,5 | 6 | 6 | 6 | 66 |
| 25 | Ramadhan N.G. | 20 | 17 | 18,5 | 15 | 13 | 14 | 13 | 12 | 12,5 | 13 | 10 | 11,5 | 6 | 6 | 6 | 62,5 |
| 26 | Siti Yuni Astuti | 16 | 15 | 15,5 | 13 | 9 | 11 | 13 | 12 | 12,5 | 12 | 10 | 11 | 4 | 4 | 4 | 54 |
| 27 | Ardi Susapta | 16 | 14 | 15 | 13 | 10 | 11,5 | 10 | 10 | 10 | 10 | 9 | 9,5 | 4 | 4 | 4 | 50 |
| 28 | Nanang Hidayatullah | 15 | 14 | 14,5 | 12 | 12 | 12 | 13 | 13 | 13 | 13 | 11 | 12 | 4 | 4 | 4 | 55,5 |
| 29 | Dicky Candra | 15 | 13 | 14 | 13 | 10 | 11,5 | 12 | 12 | 12 | 12 | 10 | 11 | 6 | 6 | 6 | 54,5 |
| 30 | Nunung Y.I. | 16 | 13 | 14,5 | 12 | 7 | 9,5 | 12 | 10 | 11 | 12 | 9 | 10,5 | 4 | 4 | 4 | 49,5 |
| 31 | Mustafa | 16 | 13 | 14,5 | 11 | 7 | 9 | 10 | 10 | 10 | 12 | 10 | 11 | 4 | 4 | 4 | 48,5 |
| 32 | Bambang Nurudin | 20 | 16 | 18 | 13 | 10 | 11,5 | 12 | 12 | 12 | 12 | 9 | 10,5 | 4 | 4 | 4 | 56 |
| 33 | Andi Juli Saputro | 17 | 14 | 15,5 | 11 | 9 | 10 | 10 | 11 | 10,5 | 13 | 10 | 11,5 | 4 | 4 | 4 | 51,5 |
| 34 | Roy Chaniago | 15 | 13 | 14 | 10 | 9 | 9,5 | 10 | 11 | 10,5 | 10 | 9 | 9,5 | 4 | 4 | 4 | 47,5 |
| 35 | Dinda Choerunnisa | 20 | 17 | 18,5 | 14 | 13 | 13,5 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 6 | 4 | 5 | 60 |
| | | | | 16 | | | 11,6 | | | 11,9 | | | 11 | | | 4,65 | 55,07 |

Task 2 Scores (Cinderella)

| No. | Students' name | Aspects | | | | | | | | | | | | | | | Total |
|-----|---------------------------|---------|----|------|--------------|----|------|------------|----|------|--------------|----|------|-----------|---|------|-------|
| | | Content | | | Organization | | | Vocabulary | | | Language use | | | Mechanics | | | |
| | | C | R | A | C | R | A | C | R | A | C | R | A | C | R | A | |
| 1 | Mega Kharisma | 22 | 20 | 21 | 15 | 14 | 14,5 | 15 | 13 | 14 | 15 | 13 | 14 | 6 | 6 | 6 | 69,5 |
| 2 | Dimas Nur Rochim | 21 | 20 | 20,5 | 14 | 13 | 13,5 | 13 | 13 | 13 | 15 | 13 | 14 | 6 | 4 | 5 | 66 |
| 3 | Yusni dwi Jayanti | 21 | 21 | 21 | 15 | 14 | 14,5 | 17 | 15 | 16 | 15 | 14 | 14,5 | 6 | 4 | 5 | 71 |
| 4 | Endra Setyabudi | 17 | 16 | 16,5 | 14 | 13 | 13,5 | 13 | 12 | 12,5 | 10 | 10 | 10 | 4 | 4 | 4 | 56,5 |
| 5 | Prasetyadi | 17 | 16 | 16,5 | 14 | 13 | 13,5 | 13 | 10 | 11,5 | 15 | 15 | 15 | 4 | 4 | 4 | 60,5 |
| 6 | Zanuarum Mutiyas | 22 | 20 | 21 | 15 | 13 | 14 | 15 | 14 | 14,5 | 15 | 15 | 15 | 6 | 4 | 5 | 69,5 |
| 7 | Hilda Sari | 21 | 21 | 21 | 13 | 13 | 13 | 13 | 13 | 13 | 16 | 17 | 16,5 | 6 | 4 | 5 | 68,5 |
| 8 | Siti K. | 25 | 23 | 24 | 17 | 17 | 17 | 17 | 15 | 16 | 16 | 15 | 15,5 | 6 | 6 | 6 | 78,5 |
| 9 | Dinda Agustia Putri | 18 | 18 | 18 | 16 | 14 | 15 | 15 | 15 | 15 | 12 | 10 | 11 | 6 | 6 | 6 | 65 |
| 10 | Ardi Tricahyono | 17 | 15 | 16 | 15 | 13 | 14 | 18 | 18 | 18 | 13 | 13 | 13 | 6 | 4 | 5 | 66 |
| 11 | Al Dila R. | 20 | 20 | 20 | 15 | 13 | 14 | 15 | 15 | 15 | 14 | 13 | 13,5 | 6 | 4 | 5 | 67,5 |
| 12 | Reza Ihza A.D. | 18 | 16 | 17 | 14 | 13 | 13,5 | 15 | 15 | 15 | 12 | 10 | 11 | 4 | 4 | 4 | 60,5 |
| 13 | Alfian Thirza A. | 22 | 22 | 22 | 15 | 14 | 14,5 | 16 | 16 | 16 | 14 | 14 | 14 | 6 | 6 | 6 | 72,5 |
| 14 | Desti Anasari | 22 | 22 | 22 | 17 | 15 | 16 | 16 | 15 | 15,5 | 14 | 13 | 13,5 | 6 | 6 | 6 | 73 |
| 15 | Faza C. Utami | 22 | 20 | 21 | 17 | 14 | 15,5 | 15 | 15 | 15 | 13 | 13 | 13 | 6 | 6 | 6 | 70,5 |
| 16 | Tisna Pangestu | 17 | 16 | 16,5 | 10 | 10 | 10 | 15 | 15 | 15 | 12 | 10 | 11 | 4 | 4 | 4 | 56,5 |
| 17 | Dhimas P. W. | 17 | 16 | 16,5 | 12 | 12 | 12 | 13 | 13 | 13 | 13 | 11 | 12 | 6 | 4 | 5 | 58,5 |
| 18 | Hanifah Wita R. | 18 | 16 | 17 | 15 | 14 | 14,5 | 15 | 15 | 15 | 13 | 12 | 12,5 | 4 | 4 | 4 | 63 |
| 19 | Surya Eko | 21 | 20 | 20,5 | 15 | 15 | 15 | 15 | 15 | 15 | 13 | 10 | 11,5 | 6 | 6 | 6 | 68 |
| 20 | Rizki Apriyanto N. | 18 | 16 | 17 | 13 | 13 | 13 | 13 | 12 | 12,5 | 13 | 10 | 11,5 | 6 | 4 | 5 | 59 |
| 21 | Sarah Windy A. | 17 | 16 | 16,5 | 14 | 14 | 14 | 13 | 10 | 11,5 | 15 | 15 | 15 | 6 | 4 | 5 | 62 |
| 22 | Anggi Jatmiko | 18 | 18 | 18 | 15 | 15 | 15 | 15 | 14 | 14,5 | 13 | 13 | 13 | 4 | 4 | 4 | 64,5 |
| 23 | Raka Apriaji N. | 15 | 15 | 15 | 13 | 13 | 13 | 14 | 13 | 13,5 | 12 | 12 | 12 | 4 | 4 | 4 | 57,5 |
| 24 | Marwatus Sakinah Al-Husna | 25 | 22 | 23,5 | 18 | 15 | 16,5 | 17 | 15 | 16 | 15 | 16 | 15,5 | 6 | 6 | 6 | 77,5 |
| 25 | Ramadhan N.G. | 20 | 20 | 20 | 15 | 14 | 14,5 | 15 | 13 | 14 | 13 | 13 | 13 | 6 | 6 | 6 | 67,5 |
| 26 | Siti Yuni Astuti | 25 | 25 | 25 | 18 | 18 | 18 | 15 | 13 | 14 | 15 | 15 | 15 | 6 | 4 | 5 | 77 |
| 27 | Ardi Susapta | 20 | 20 | 20 | 15 | 15 | 15 | 13 | 13 | 13 | 13 | 10 | 11,5 | 4 | 4 | 4 | 63,5 |
| 28 | Nanang Hidayatullah | | | | | | | | | | | | | | | | |
| 29 | Dicky Candra | 18 | 18 | 18 | 14 | 14 | 14 | 13 | 13 | 13 | 13 | 10 | 11,5 | 4 | 4 | 4 | 60,5 |
| 30 | Nunung Y.I. | 17 | 15 | 16 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 13 | 10 | 11,5 | 4 | 4 | 4 | 54,5 |
| 31 | Mustafa | 22 | 20 | 21 | 15 | 13 | 14 | 15 | 13 | 14 | 15 | 13 | 14 | 4 | 4 | 4 | 67 |
| 32 | Bambang Nurudin | 17 | 15 | 16 | 14 | 13 | 13,5 | 13 | 12 | 12,5 | 13 | 10 | 11,5 | 4 | 4 | 4 | 57,5 |
| 33 | Andi Juli Saputro | 18 | 18 | 18 | 13 | 12 | 12,5 | 13 | 13 | 13 | 12 | 12 | 12 | 4 | 4 | 4 | 59,5 |
| 34 | Roy Chaniago | 17 | 15 | 16 | 15 | 13 | 14 | 13 | 13 | 13 | 13 | 12 | 12,5 | 4 | 4 | 4 | 59,5 |
| 35 | Dinda Choerunnisa | 25 | 22 | 23,5 | 15 | 13 | 14 | 15 | 15 | 15 | 15 | 15 | 15 | 6 | 6 | 6 | 73,5 |
| | | | | 19,2 | | | 14,1 | | | 14,1 | | | 13,1 | | | 4,88 | 65,34 |

Task 3 Scores (Snow White)

| No. | Students' name | Aspects | | | | | | | | | | | | | | | Total |
|-----|---------------------------|---------|----|------|--------------|----|------|------------|----|------|--------------|----|------|-----------|---|------|-------|
| | | Content | | | Organization | | | Vocabulary | | | Language use | | | Mechanics | | | |
| | | C | R | A | C | R | A | C | R | A | C | R | A | C | R | A | |
| 1 | Mega Kharisma | 27 | 25 | 26 | 18 | 15 | 16,5 | 17 | 17 | 17 | 15 | 15 | 15 | 6 | 6 | 6 | 80,5 |
| 2 | Dimas Nur Rochim | 25 | 22 | 23,5 | 17 | 15 | 16 | 15 | 15 | 15 | 15 | 13 | 14 | 6 | 6 | 6 | 74,5 |
| 3 | Yusni dwi Jayanti | 25 | 22 | 23,5 | 18 | 15 | 16,5 | 18 | 15 | 16,5 | 15 | 15 | 15 | 6 | 6 | 6 | 77,5 |
| 4 | Endra Setyabudi | 20 | 18 | 19 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 13 | 14 | 6 | 4 | 5 | 68 |
| 5 | Prasetyadi | 20 | 17 | 18,5 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 6 | 6 | 6 | 69,5 |
| 6 | Zanuarum Mutiyas | 25 | 25 | 25 | 18 | 15 | 16,5 | 17 | 17 | 17 | 15 | 13 | 14 | 8 | 6 | 7 | 79,5 |
| 7 | Hilda Sari | 27 | 25 | 26 | 15 | 14 | 14,5 | 17 | 15 | 16 | 15 | 15 | 15 | 6 | 6 | 6 | 77,5 |
| 8 | Siti K. | 27 | 25 | 26 | 18 | 18 | 18 | 17 | 16 | 16,5 | 18 | 15 | 16,5 | 8 | 8 | 8 | 85 |
| 9 | Dinda Agustia Putri | 22 | 22 | 22 | 18 | 17 | 17,5 | 15 | 15 | 15 | 15 | 13 | 14 | 6 | 6 | 6 | 74,5 |
| 10 | Ardi Tricahyono | 18 | 18 | 18 | 15 | 15 | 15 | 17 | 15 | 16 | 13 | 13 | 13 | 4 | 4 | 4 | 66 |
| 11 | Al Dila R. | 25 | 22 | 23,5 | 18 | 17 | 17,5 | 15 | 15 | 15 | 15 | 13 | 14 | 6 | 6 | 6 | 76 |
| 12 | Reza Ihza A.D. | 22 | 22 | 22 | 15 | 15 | 15 | 17 | 15 | 16 | 15 | 13 | 14 | 6 | 6 | 6 | 73 |
| 13 | Alfian Thirza A. | 25 | 23 | 24 | 18 | 18 | 18 | 17 | 16 | 16,5 | 17 | 15 | 16 | 8 | 8 | 8 | 82,5 |
| 14 | Desti Anasari | 25 | 25 | 25 | 17 | 15 | 16 | 18 | 18 | 18 | 14 | 14 | 14 | 6 | 6 | 6 | 79 |
| 15 | Faza C. Utami | 25 | 22 | 23,5 | 17 | 17 | 17 | 16 | 16 | 16 | 15 | 13 | 14 | 6 | 6 | 6 | 76,5 |
| 16 | Tisna Pangestu | 25 | 20 | 22,5 | 15 | 15 | 15 | 15 | 15 | 15 | 13 | 13 | 13 | 8 | 6 | 7 | 72,5 |
| 17 | Dhimas P. W. | 21 | 20 | 20,5 | 17 | 15 | 16 | 15 | 13 | 14 | 15 | 12 | 13,5 | 4 | 4 | 4 | 68 |
| 18 | Hanifah Wita R. | 21 | 20 | 20,5 | 17 | 15 | 16 | 15 | 13 | 14 | 15 | 12 | 13,5 | 6 | 4 | 5 | 69 |
| 19 | Surya Eko | 22 | 22 | 22 | 17 | 18 | 17,5 | 17 | 15 | 16 | 12 | 10 | 11 | 6 | 6 | 6 | 72,5 |
| 20 | Rizki Apriyanto N. | 20 | 20 | 20 | 15 | 15 | 15 | 15 | 15 | 15 | 13 | 13 | 13 | 6 | 4 | 5 | 68 |
| 21 | Sarah Windy A. | 20 | 20 | 20 | 15 | 15 | 15 | 15 | 13 | 14 | 12 | 12 | 12 | 6 | 6 | 6 | 67 |
| 22 | Anggi Jatmiko | 21 | 20 | 20,5 | 17 | 17 | 17 | 15 | 15 | 15 | 13 | 13 | 13 | 6 | 6 | 6 | 71,5 |
| 23 | Raka Apriaji N. | 20 | 18 | 19 | 15 | 15 | 15 | 14 | 13 | 13,5 | 12 | 12 | 12 | 6 | 4 | 5 | 64,5 |
| 24 | Marwatus Sakinah Al-Husna | 27 | 25 | 26 | 18 | 17 | 17,5 | 18 | 15 | 16,5 | 18 | 17 | 17,5 | 8 | 6 | 7 | 84,5 |
| 25 | Ramadhan N.G. | 20 | 20 | 20 | 15 | 14 | 14,5 | 17 | 15 | 16 | 15 | 13 | 14 | 8 | 6 | 7 | 71,5 |
| 26 | Siti Yuni Astuti | 25 | 22 | 23,5 | 17 | 15 | 16 | 15 | 15 | 15 | 15 | 15 | 15 | 6 | 6 | 6 | 75,5 |
| 27 | Ardi Susapta | 22 | 22 | 22 | 17 | 15 | 16 | 15 | 13 | 14 | 12 | 12 | 12 | 6 | 6 | 6 | 70 |
| 28 | Nanang Hidayatullah | | | | | | | | | | | | | | | | |
| 29 | Dicky Candra | | | | | | | | | | | | | | | | |
| 30 | Nunung Y.I. | 21 | 18 | 19,5 | 15 | 15 | 15 | 15 | 14 | 14,5 | 12 | 12 | 12 | 4 | 4 | 4 | 65 |
| 31 | Mustafa | 22 | 22 | 22 | 17 | 15 | 16 | 15 | 14 | 14,5 | 15 | 13 | 14 | 6 | 6 | 6 | 72,5 |
| 32 | Bambang Nurudin | 25 | 22 | 23,5 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 13 | 14 | 6 | 6 | 6 | 73,5 |
| 33 | Andi Juli Saputro | 21 | 20 | 20,5 | 17 | 15 | 16 | 16 | 16 | 16 | 15 | 12 | 13,5 | 4 | 4 | 4 | 70 |
| 34 | Roy Chaniago | 22 | 20 | 21 | 17 | 15 | 16 | 17 | 15 | 16 | 15 | 12 | 13,5 | 6 | 6 | 6 | 72,5 |
| 35 | Dinda Choerunnisa | 25 | 25 | 25 | 18 | 16 | 17 | 17 | 17 | 17 | 15 | 15 | 15 | 6 | 6 | 6 | 80 |
| | | | | 22,2 | | | 16 | | | 15,5 | | | 13,9 | | | 5,88 | 73,56 |

Work Sheet

Name : Alfian Khirza A.
 Class : VIII D
 St Number : 13

| | C | O | V | L | M |
|---|----|----|----|----|---|
| R | 16 | 13 | 13 | 12 | 4 |
| E | 22 | 15 | 15 | 14 | 6 |
| A | | | | | |

Keyword in the "Going to Wedding Party" story:

- | | |
|---------------------|------------|
| 1. Pawon | 11. Couple |
| 2. Cate Madura | 12. Felt |
| 3. Dawet aye | 13. 09.15 |
| 4. Last Night | 14. |
| 5. Party | 15. |
| 6. My family | 16. |
| 7. Very happy | 17. |
| 8. Grilled | 18. |
| 9. Dance | 19. |
| 10. Dad's boss' son | 20. |

Task 1

Reconstruct the "Going to Wedding Party" story by using your own words. You should use all the keyword listed above.

Going to Wedding Party.

Let me tell you, last ~~last~~ night, I am going to my neighbour's wedding party with my family.

In the party, there was pawon and cate Madura. Pawon is my favourite food. Then I drink dawet aye and it is very nice.

We go home at 09.15 pm. I felt really very happy.

Work Sheet

Name : Alfian Thirwa A.
 Class : VIII D
 St Number : 13

| | C | O | V | L | M |
|---|----|----|----|----|---|
| R | 22 | 19 | 16 | 14 | 6 |
| C | 22 | 15 | 16 | 14 | 6 |
| A | | | | | |

Keyword in the "Cinderella" story:

- | | |
|----------------------|----------------------|
| 1. Step mother | 11. lived |
| 2. Step sister | 12. invited |
| 3. Party | 13. left |
| 4. Prince | 14. went home |
| 5. glass shoe | 15. lived happily |
| 6. married | 16. one day |
| 7. Cinderella | 17. once upon a time |
| 8. time | 18. found |
| 9. dance with prince | 19. sad |
| 10. palace | 20. happy |

Task 2

Reconstruct the "Cinderella" story by using your own words. You should use all the keyword listed above.

Cinderella

Once upon a ~~time~~ time, there lived a kind girl named Cinderella. She lived ~~with~~ with a stepmother and two stepsisters, but a stepmother and the stepsister is cruel.

One day there was a party at the palace. The palace invited all people. The stepsisters and cinderella will come to the party. But, the stepsisters didn't permit cinderella to come the party.

The ~~the~~ fairy Godmother came and helped her to come the party. But cinderella must to go before at 12.00 pm. In the party cinderella dance with the prince, but cinderella left the prince at 12.00 pm, but her glass shoe is ~~is~~ left.

Finally the prince found cinderella and they got married and lived happily every after.

The end.

Work Sheet

Name : Alfian Jisza A.
 Class : VIII D
 St Number : 13

| | C | O | V | L | M |
|---|----|----|----|----|---|
| R | 25 | 18 | 16 | 15 | 8 |
| E | 25 | 18 | 17 | 17 | 8 |
| A | | | | | |

Keyword in the "Snow White" story:

- | | |
|-------------------|--------------------|
| 1. Princess | 11. Realize |
| 2. Prince | 12. Poisoned apple |
| 3. The Queen | 13. revived |
| 4. Finally | 14. Happily |
| 5. Very beautiful | 15. ever after |
| 6. Jealous | 16. long ago |
| 7. Stepmother | 17. Snow White. |
| 8. Escaped | 18. |
| 9. Dwarfs | 19. |
| 10. Witch | 20. |

Task 3

Reconstruct the "Snow White" story by using your own words. You should use all the keyword listed above.

Snow White

Long ago, there lived a beautiful girl called snow white. She lived with her stepmother. she ~~was~~ also hunted by stepmother. Then stepmother asked snow white go away.

One day, snow white escaped from stepmother house. Then snow white live into a forest and made friends with seven dwarfs. Snow white very happy live together with seven dwarfs. Because seven dwarfs ~~is~~ very kind to snow white.

The Queen turned into a witch and she give snow white apple. Then snow white ate and did not realized. Then came a prince and kissed snow white.

And finally, they lived together happily ever after, and seven dwarfs also follow happily.

Work Sheet

Name : Maratus Laksnah Al-huda
 Class : VII D
 St Number : 24

| | | | | | |
|---|----|----|----|----|---|
| | C | O | V | L | M |
| R | 17 | B | 13 | 10 | 6 |
| E | 95 | 15 | 14 | 13 | 6 |
| A | | | | | |

Keyword in the "Going to Wedding Party" story:

- | | |
|---------------------|------------|
| 1. Dawet Ayu | 11. Couple |
| 2. Sate Madura | 12. felt |
| 3. Rasyon | 13. 09 15 |
| 4. Last night | 14. |
| 5. party | 15. |
| 6. My family | 16. |
| 7. Very happy | 17. |
| 8. Arrived | 18. |
| 9. Dance | 19. |
| 10. Dad's boss' son | 20. |

Task 1

Reconstruct the "Going to Wedding Party" story by using your own words. You should use all the keyword listed above.

Going to Wedding Party

Last night, I am going to wedding party. I went together with my family. Then a variety of food and drink that have served. I felt very happy come to wedding party. The wedding party was held at 08 15 p.m.

I tasted Dawet Ayu, Rasyon, and sate Madura. This is very delicious. I like sate Madura because it was my favorite food and I like Dawet Ayu because it was my favorite drink. I don't like rasyon because it is not my favorite food.

I and my family went home at 10 00 p.m. We felt very happy.

Work Sheet

Name : Maruatus Sabirinah Al-husna
 Class : Vth
 St Number : 24

| | E | O | V | L | M |
|---|----|----|----|----|---|
| R | 22 | 15 | 15 | 16 | 6 |
| C | 25 | 18 | 17 | 15 | 6 |
| A | | | | | |

Keyword in the "Cinderella" story:

- | | |
|---------------------|-------------------|
| 1. lived | 11. were here |
| 2. step mother | 12. brave had |
| 3. step sister | 13. got married |
| 4. invited | 14. lived happily |
| 5. sad | 15. cinderella |
| 6. fairy God mother | 16. party |
| 7. helped | 17. |
| 8. prince | 18. |
| 9. left | 19. |
| 10. glass shoes | 20. |

Task 2

Reconstruct the "Cinderella" story by using your own words. You should use all the keyword listed above.

Cinderella

Once upon a time, there was a girl named Cinderella. She lived with stepmother and her step sister. Her ~~step~~ mother and step sister always squeeze out Cinderella. Cinderella always consider as maid by her stepmother and step sister.

One day, there was a party at the palace. The party was presented to all people. Cinderella's stepmother and step sister go to the party. Finally Cinderella lived lonely in her house. Cinderella so sad.

The fairy Godmother came and helped her. ~~step~~ Godmother asked Cinderella to search the mouse, pumpkin and lizard. After that, Godmother change Cinderella's clothe become beautiful gown. ⁱⁿ then Cinderella go to the party. Cinderella dancing with the Prince. At twelve o'clock, Cinderella lived palace and back home.

The prince found Cinderella and they got married. they lived happily ever after.

- THE END -

Work Sheet

Name : Mawafiqul Salim Al-hana
 Class : VII
 St Number : 14

| | C | O | V | L | M |
|---|----|----|----|----|---|
| R | 25 | 17 | 15 | 17 | 6 |
| C | 27 | 18 | 18 | 18 | 8 |
| A | | | | | |

Keyword in the "Snow White" story:

- | | |
|-----------------------|------------------|
| 1. long ago | 11. Seven dwarfs |
| 2. neverland | 12. Realized |
| 3. beauty | 13. witch |
| 4. step mother | 14. Sad |
| 5. poisoned apple | 15. |
| 6. kiss | 16. |
| 7. Snow White | 17. |
| 8. Beautiful princess | 18. |
| 9. Jealous | 19. |
| 10. Prince charming | 20. |

Task 3

Reconstruct the "Snow White" story by using your own words. You should use all the keyword listed above.

Snow White

Once upon a time, there was a beautiful girl called Snow White. She have a step mother. Her step mother was very cruel. Her step mother jealous to Snow White's charm.

She escaped into a forest. There, she made friends with seven dwarfs and they were lived together. One day, the seven dwarfs went to work and Snow White alone. Then, come a witch and she gave an apple. Finally Snow White eat an apple.

The queen turned into a skeleton. Snow White did not realized and she fell down in front of the door. In the afternoon, the seven dwarfs back home and they saw Snow White not realized. They are so sad.

Finally, prince charming revived her with a kiss and Snow White realized now. After that, they lived together ever after.

THE END

Work Sheet

Name : Sib K.
 Class : VIII D
 St Number : 8

| | E | O | V | L | M |
|---|----|----|----|----|---|
| R | 20 | 13 | 14 | 15 | 6 |
| C | 22 | 15 | 15 | 15 | 6 |
| A | | | | | |

Keyword in the "Going to Wedding Party" story:

- | | |
|------------------------------|---------------------|
| 1. going | 11. late |
| 2. wedding party | 12. dad's boss' son |
| 3. last night | 13. felt |
| 4. my family | 14. 09-15 |
| 5. rawon | 15. |
| 6. sate madura | 16. |
| 7. traditional wedding party | 17. |
| 8. dawet aya | 18. |
| 9. couple | 19. |
| 10. arrived | 20. |

Task 1

Reconstruct the "Going to Wedding Party" story by using your own words. You should use all the keyword listed above.

Going To Wedding Party

Last night, I and my family went to my dad's boss' son's wedding party. There were sate madura, rawon, and dawet aya. I like this food particularly, sate madura.

The time showed 09-15 pm. finally, I and my family went home. I am tired, but I felt very & happy.

Work Sheet

Name : Siti, F
 Class : VIII D
 St Number : 8

| | | | | | |
|---|----|----|----|----|---|
| | C | O | V | L | M |
| R | 23 | 17 | 15 | 15 | 6 |
| C | 25 | 17 | 17 | 10 | 6 |
| A | | | | | |

Keyword in the "Cinderella" story:

- | | |
|----------------------|-------------------|
| 1. Lived | 11. Go married |
| 2. Step sister | 12. Lived happily |
| 3. Step mother | 13. Glass shoes |
| 4. Invited | 14. Travelled |
| 5. Sad | 15. |
| 6. Party, God Mother | 16. |
| 7. Helped | 17. |
| 8. Left | 18. |
| 9. Prince | 19. |
| 10. Went home | 20. |

Task 2

Reconstruct the "Cinderella" story by using your own words. You should use all the keyword listed above.

Cinderella

One day, there was a beautiful girl whose name Cinderella. She lived with her stepmother and stepbrother. She was a poor girl.

One day there was a party at the palace. She was sad because her stepmother and stepbrother not permit her.

Suddenly an angel come and helped her. And the angel gave glass shoes and beautiful dress to Cinderella. She was very happy but the angel gave her regulation to went home at 12.00 o'clock. Cinderella went to party.

After came to the princess party. The princess fell in love with her and the prince asked Cinderella to dance together. Time point out 12.00 o'clock Cinderella with fast ran to went home. The prince found Cinderella and they got married.

Work Sheet

Name : Siti . K
 Class : VII D
 St Number : 8

| | C | O | V | L | M |
|---|----|----|----|----|---|
| R | 27 | 18 | 15 | 17 | 6 |
| C | 27 | 16 | 17 | 13 | 8 |
| A | | | | | |

Keyword in the "Snow White" story:

- | | |
|--------------------------------|----------------|
| 1. Princess | 11. Revived |
| 2. Prince | 12. Happily |
| 3. The Queen | 13. Ever After |
| 4. Step mother | 14. Apple |
| 5. Jealous | 15. Kiss |
| 6. Princess Escaped | 16. |
| 7. Witch Dwarfs | 17. |
| 8. Witch | 18. |
| 9. Realize | 19. |
| 10. Poisoned | 20. |

Task 3

Reconstruct the "Snow White" story by using your own words. You should use all the keyword listed above.

Snow White

Long ago, there lived a beautiful girl called snow white. She lived with her step mother. Her step mother always battered her. Her step mother was a Queen.

Then, Snow white escaped into a forest and made friends with seven dwarfs. After into a forest with seven dwarfs, the seven dwarfs invited snow white to visit ~~their~~ their home.

After, arrived at the house, suddenly the Queen turned into a witch and gave her an apple. And suddenly Snow white ate the apple and snow white did not realized. And then the witch escaped.

The seven dwarfs didn't know how it could be. Suddenly, come the Prince. The prince gave a kiss to snow white and finally snow white is realized. And finally, they lived together ~~happily~~ happily ever after.



The teacher explained the rules of the dictogloss activity



The students are grouped in the preparation stage of the dictogloss technique.



The teacher reads the text in the dictation stage of the dictogloss technique.



The students listen to the story which is read by the teacher
in the dictation stage of the dictogloss technique



The student reconstructs the dictated-text in the reconstruction stage of the dictogloss technique.



The students work in group to reconstruct the dictated-text in the reconstruction stage of the dictogloss technique.



The students write their writings on the whiteboard in the analysis-correction stage of the dictogloss technique.



The students come in front of the class to correct their friends' mistakes in the analysis-correction stage of the dictogloss technique.



The students read the original text after getting analysis-correction stage of the dictogloss technique.



The researcher and the collaborator facilitate the students in the teaching-learning process